

Early Childhood Care and Education (ECCE)

A World Survey

UNESCO



The Young Child and the Family Environment Project
1990-1995

**EARLY CHILDHOOD CARE
AND EDUCATION (ECCE)
A WORLD SURVEY**

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UNESCO

SHS/91/WS/12

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Published in 1991 by UNESCO

ISBN 92-3-102732-X

Preface

In 1974, Unesco carried out a world survey of pre-school education, replies being received from 67 countries and a report entitled *World Survey of Pre-school Education* was published. In 1988, a follow-up survey was begun to determine the current situation with respect to pre-school education. In this second survey, the scope of the inquest was expanded to include all programmes of early childhood care and education.

Early Childhood Care and Education (ECCE) refers to programmes intended to provide care and/or education for children from their birth till the ages of 6 or 7 years (i.e., the period prior to their entry into primary education). The responses to the questionnaire used in the survey provide comprehensive information on the state of ECCE in 88 countries.

ECCE programmes are organized by government ministries or agencies concerned with the education, development, care and welfare of children up to age 6 or 7 or by non-governmental organizations such as National Women's Associations, religious bodies or parents groups. The survey illustrates three growing and important trends contributing to the provision of ECCE: parent/community participation, the expanded role of day-care centres and the role of the extended family.

There are many types of parent and community participation, both non-formal and formal. In some developing countries, for example, centres for children would probably not exist were it not for the initiatives of parents and communities. Parent education is recognized as an excellent means to improve child-rearing practices and as an effective strategy in helping to reinforce parents confidence and to increase their knowledge of child development. Furthermore, it helps facilitate collaboration between parents and those who are providing ECCE services.

It is hoped that the information compiled in this study can be used in the planning and further development of ECCE, and that the specific roles of all the actors - governments, communities, caregivers, families and parents - will be duly recognised in the education, development, care and welfare of children in the early years of life.

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SECTION 1. INTRODUCTION

In 1974 Unesco carried out a world survey of pre-school education. A six-part questionnaire on the subject was sent to Unesco Member States and replies were received from 67 countries. The replies were analysed and a report entitled "World survey of pre-school education" was published in 1976 as No. 19 in the series of Educational Studies and Documents.

In 1988 it was decided that a follow-up survey should be undertaken to determine the current situation with respect to pre-school education, but in this second survey it was felt desirable to expand the scope of the survey so as to include not just pre-school education but all programmes of early childhood care and education.

Early Childhood Care and Education - a definition.

Early Childhood Care and Education (ECCE) refers to programmes intended to provide CARE and/or EDUCATION for children from their birth till around age 6 or 7 years, (i.e. the period prior to their entry into primary education). ECCE may be provided in a variety of institutions and organizational settings, such as pre-schools, kindergartens, nurseries, day-care centres, creches, play-groups, etc. ECCE programmes may be organized by various government ministries or agencies concerned with the education, development, care and welfare of children up to age 6 or 7 years, e.g. Ministries of Education, Health, Social Welfare, Community Development, etc., or by Non-Governmental Organizations such as National Women's Associations, Religious Bodies, etc.

The Questionnaire used for the Current Survey

A special questionnaire (reproduced in Annex A) was prepared and sent to Member States in order to:

a) obtain accurate and comprehensive information on the state of ECCE throughout the world; b) ascertain the major current trends and lines of development of ECCE; c) compile information which can be used in the planning and further development of ECCE both at the national and international levels.

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The present report analyses those parts of the questionnaire replies which are of a statistical nature.¹ It does not consider the narrative description provided by the respondents in answer to a few open-ended questions.

At the time the present analysis was prepared, 123 ECCE questionnaire replies had been received from 88 separate countries (a response rate of 54%). Member States had been invited to submit more than one reply, since the questionnaire was to be completed by each independent organization which provided ECCE services. In most cases only one reply was received - usually from the Ministry of Education - but eleven countries sent two replies, and seven others sent in more than two replies, resulting in a total of 123 completed questionnaires. The table below summarizes the origin of the replies:

	Major Region					Total
	Africa	Asia/ Pacific	Arab States	Europe + N.Am	Latin Amer. and Carib.	
Replies	21	27	18	32	25	123
Countries	17	13	11	24	21	88
Total	45	31	18	35	35	164
Mailing Response Rate	.38	.48	.61	.69	.60	.54

The proportion of countries replying varies considerably among the five major regions. The response rate was highest for the Europe and North America region (69%). At 61% and 60%, the rates for the Arab States and Latin America and the Caribbean region respectively were also quite high. However, less than half of the countries in Asia and Pacific region and just over one third of African countries returned their completed questionnaires. Clearly the paucity of replies from Africa and the Asia/Pacific region will

1 I am grateful to Ms Ida Subaran of the Education Sector at Unesco for providing me with the analyses and comments contained in Sections 14 and 15.

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African countries returned their completed questionnaires. Clearly the paucity of replies from Africa and the Asia/Pacific region will limit the extent to which the present analysis reflects the availability of services in those regions. Moreover, some of the world's rather populous countries are not included (in particular the USA, Brazil, Japan, Pakistan, Bangladesh and Nigeria, countries which all have populations exceeding 100 million.)

Respondents to the Survey Questionnaire.

Annex B lists the 123 respondents to the survey questionnaire. It should be noted that not all the tables presented in the analysis show data for all the respondents, since some of them left certain questions blank. The analysis was therefore restricted to those which had completed the question being treated. The majority of respondents were government Ministries, most often the Ministry of Education, of Social Welfare or of Health. In addition to Ministries, other governmental (or quasi-governmental) bodies replied, such as National Committees or Commissions, Secretariats, Boards, Institutes, Academies, Associations and Agencies. Jamaican and Thai replies were completed by their universities.

The Treatment of Multiple Replies from the Same Country

In many cases the analysis has tried to reflect a national, rather than a merely organizational, picture of the provision for ECCE services. That procedure was adopted whenever it was both desirable and possible to combine the various replies to specific questions for a country and produce a synthetic reply for it: this is referred to as "Option 1". Elsewhere it was considered preferable (or necessary) to base the analysis on individual replies: this is referred to as "Option 2". In the analysis which follows it will be seen that both options have been used, as appropriate, the choice depending on the subject being treated and the nature of the replies.

The terms "Member State" and "country" in the text indicate that multiple replies from the same country have been amalgamated for the topic under consideration. The terms "respondents" and "replies" will be used to imply that the analysis treats the 123 returns individually. To distinguish between data shown for individual respondents and those shown for a synthetic reply, individual replies are identified by a suffix placed after the country's name (e.g. "Chile(1)", "Thailand(2)", etc.), in accordance with the list of respondents in Annex B.

SECTION 2. ECCE INSTITUTIONS

2.1 Types of ECCE Institutions

The survey respondents were asked to indicate the total number of ECCE institutions administered by them, classified into the following four types:

1. Kindergartens;
2. Nursery schools;
3. Those attached to primary schools;
4. Day-care centres.

In addition, a fifth type, "other", was provided for reporting ECCE institutions which did not fit these four types. The question also asked for the total enrolment in 1987/88.

The individual country replies are summarized in Table 1 (overleaf) which provides details concerning more than a million institutions, catering to nearly 71 million children. The blanks in certain columns of Table 1 indicate that appropriate information for those columns was not provided by the country.

It will be seen from Table 1 that although a few Member States did not make the requested classification by type of institution, the vast majority, accounting for 94% of all institutions, did manage to do so, and the breakdown is as follows:

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Table 1. ECCCE Institutions by type and total enrolment.
.....

Country	I N S T		I T U T		I O N S			Enrolment
	Total	Kinder- gartens	Nursery schools	- In - primary schools	Day-care centres	Other types	in 1987/88	
Afghanistan	283		256	0	0	27	0	30469
Albania	5907		3251	2656	0	0	0	170079
Angola	184		0	0	0	0	0	48000
Austria	5075		3790	421	787	0	77	180337
Bahamas	120		0	97	13	10	0	4263
Bahrain	10		0	10	0	0	0	237
Belgium	3389		0	0	0	0	0	372744
Belize	65		0	0	11	0	54	2405
Benin	588		261	280	24	23	0	14497
Bolivia	2148		278	0	808	80	982	86114
Bulgaria	6278		4840	0	769	607	62	375987
Burkina Faso	86		30	0	3	50	3	7553
Cameroon	448		0	0	0	0	0	48118
Chad	15		15	0	0	0	0	1555
Chile	8563		851	134	6908	0	670	465323
China	299061		34019	0	265042	0	0	18545300
Colombia	6136		0	0	0	0	0	296190
Congo	122		107	0	3	3	10	12192
Costa Rica	713		702	0	0	11	0	43375
Cote d'Ivoire	210		98	0	98	8	6	23935
Cyprus	632		517	0	0	115	0	19379
Czechoslovakia	13003		8258	4047	86	11	601	642173
Denmark	24760		0	0	2815	3603	18342	253724
Dominica	69		66	0	0	3	0	0
Domin. Rep.	1557		0	0	478	0	1079	51683
Ecuador	2441		2123	23	0	295	0	118204
Egypt	3871		0	300	462	3109	0	152371
El Salvador	1039		1021	0	0	0	18	70859
Fiji	244		163	0	80	1	0	6317
Finland	3086		0	0	0	1872	214	182478
F. R. Germany	26504		24476	1028	1000	0	0	0
German D.R.	21025		13334	7691	0	0	0	1124262
Ghana	4084		0	0	2994	824	266	283323
Grenada	80		0	0	16	10	54	3665
Guatemala	42		0	0	0	41	1	6190
Honduras	544		825	0	0	19	0	54990
Hungary	4786		4786	0	0	0	0	398325
India	194718		194528	0	0	0	190	11615000
Indonesia	32030		0	0	0	0	0	1540504
Iran	2162		2162	0	0	0	0	146409
Iraq	804		594	0	5	0	5	76558
Ireland	4667		0	0	3270	0	1397	189571
Israel	8500		2500	4000	100	500	1400	281000
Italy	25949		0	0	0	0	0	1506140
Jamaica	1383		0	0	0	0	0	141180
Jordan	755		752	0	0	0	3	47654
Korea (Rep.of)	10501		3497	0	4610	0	2394	607296

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Table 1. ECCE Institutions by type and total enrolment.

Country	I N S T I T U T I O N S							Enrolment in 1987/88
	Total gartens	Kinder- schools	Nursery schools	primary schools	Day-care centres	Other types		
Kuwait	0	0	0	0	0	0	0	44367
Laos	0	0	0	0	0	0	0	38790
Malawi	100	0	0	0	0	0	0	4100
Malaysia	5188	5188	0	0	0	0	0	293369
Malta	115	52	0	83	0	0	0	8192
Mauritius	1391	1350	0	41	0	0	0	16200
Mexico	47386	40657	0	0	1084	5645	0	2962078
Mozambique	339	10	25	0	25	279	0	24139
New Zealand	2509	563	0	43	620	1283	0	102408
Nicaragua	1022	0	35	569	179	239	0	93984
Niger	40	40	0	0	0	0	0	5170
Norway	3779	3779	0	0	0	0	0	110981
Panama	115	0	0	0	0	115	0	2780
Papua N. Guinea	17	0	0	1	0	16	0	848
Peru	7982	7776	206	0	0	0	0	852960
Philippines	2471	2243	0	228	0	0	0	0
Poland	26289	12625	0	13664	0	0	0	673699
Portugal	4737	0	0	0	0	0	0	177139
Qatar	48	48	0	0	0	0	0	5175
Rwanda	124	124	0	0	0	0	0	0
San Marino	17	15	2	0	0	0	0	0
Senegal	128	57	0	0	70	1	0	12633
Spain	16884	0	3102	13782	0	0	0	1127348
Sri Lanka	210	0	0	0	210	0	0	6285
St. Kitts	49	0	0	0	10	39	0	1635
St. Vincent	70	0	59	1	7	3	0	2365
Suriname	290	0	17	227	43	3	0	16142
Swaziland	210	0	0	0	0	210	0	7064
Sweden	7233	0	2096	0	5137	0	0	277451
Syrian A.R.	886	886	0	0	0	0	0	0
Thailand	27804	5372	7	18304	2	4119	0	1267112
Trinidad & Tob	49	0	49	0	0	0	0	1494
Tunisia	528	528	0	0	0	0	0	33143
USSR	232912	134746	8181	89985	0	0	0	18878900
Ukrainian SSR.	44807	23080	52	15796	0	5879	0	3111030
U. A. Emirates	94	37	0	57	0	0	0	16025
Yemen A.R.	0	0	0	0	0	0	0	654
Yugoslavia	3709	1351	92	693	1573	0	0	308759
Zimbabwe	5220	0	120	5000	0	100	0	205600
*** Total ***	1173109	548627	34730	448856	20181	45759	0	70957747

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Exactly half of the institutions were classified as kindergartens and over two-fifths as attached to primary schools. Under the category "other types" Member States identified a number of national variants which they felt did not fall into the first four categories. "Creches" and "pouponnieres" were mentioned (Austria, Burkina Faso, Congo, Côte d'Ivoire, Mozambique, Zimbabwe) as well as "pre-schools" (8 English-speaking Member States and the Ukrainian SSR) and "centros parvularios" (Panama). Various forms of "playgroups" were also cited; e.g. by Ireland, Israel, Malawi, New Zealand. Some Member States (Austria, New Zealand, Romania, Suriname) administer institutions which cater for sick, disabled or mentally retarded children. In El Salvador there are "Centros de Educacion Basica Inicial" where regular tests on the growth and psychomotor development of young children are carried out. In Czechoslovakia there are health and educational ECCE establishments with joint management, run either as all-day child care establishments or as boarding institutions. Some institutions are directed at specific target population groups (the Saemaeul Nursery Schools for the socially disadvantaged in Korea, and the Te Kohanga Reo for the Maoris in New Zealand). Several Latin American Member States (Dominican Republic, Mexico, Nicaragua) run non-formal types of institutions. Chile and Thailand reported institutions which pay specific attention to nutrition. Tunisia has "kotteb" (i.e. Koranic schools). India has established Early Childhood Education Centres as well as "Anganwadis" within the framework of its ICDS (Integrated Child Development Services) scheme.

2.2 ECCE Institutions in Urban and Rural Areas

Fifty-one Member States were able to provide a breakdown of their ECCE institutions by location (urban or rural). Table 2, overleaf, shows the details. A little over one-third (36.3%) of institutions are located in urban areas. But to what extent are the urban and rural populations in each country over- or under-served by the provision of ECCE establishments? To help answer this question Table 2 shows in the two right-hand columns the percentage of institutions located in urban areas and the percentage of the population living in urban areas. If there is a close correspondence between the two percentages, one may suppose that both urban and rural communities have a proportional number of ECCE institutions per capita; but this is not always so. As a crude indicator of bias in favour of either urban or rural areas, Member States

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Table 2. ECCE Institutions in Rural and Urban Areas, 1988
.....

Country -----	< Number of Institutions for ECCE >			% Urban in popula- tion & areas 1990 (*)
	< Total	In rural areas	in urban areas >	
Afghanistan	283	38	195	69 22
Albania	5907	5210	697	12 35
Bahamas	120	23	97	81
Bahrain	10	0	10	100 83
Belize	65	41	24	37
Benin	522	399	189	32 42
Bolivia	2148	1496	652	30 51
Bulgaria	6278	1962	2316	37 70
Burkina Faso	86	11	75	87 9
Chad	15	0	15	100 33
China	299061	229693	69368	30 21
Congo	122	58	64	52 42
Cote d'Ivoire	210	8	202	96 47
Cyprus	632	236	396	63 53
Dominica	69	56	13	19
Domin. Rep.	1557	1009	548	35 60
Ecuador	2441	744	1697	70 57
Egypt	3871	1531	2340	60 49
El Salvador	1039	299	740	71 44
Fiji	244	16	228	93 44
Ghana	4084	2203	1881	46 33
Grenada	80	70	10	13
Guatemala	42	0	42	100 42
Honduras	844	229	615	73 44
Hungary	4786	2590	2196	46 60
Iran	2162	381	1781	82 55
Jamaica	1983	545	1438	73 52
Korea (Rep. of)	10501	5499	5002	48 72
Malawi	100	64	36	36 15
Malaysia	5188	3333	1855	36 42
Mexico	47386	29745	17641	37 73
Mozambique	339	271	68	20 27
Nicaragua	1022	422	600	59 60
Niger	40	0	40	100 20
Panama	115	60	55	48 55
Papua N. Guinea	17	1	16	94 16
Poland	26289	16018	10271	39 63
Qatar	48	12	36	75 90
Rwanda	124	70	54	44 8
Senegal	128	17	111	87 38
Sri Lanka	210	109	101	48 21
St. Kitts	49	25	24	49
St. Vincent	70	45	25	36
Suriname	290	138	152	52 48
Swaziland	210	127	83	40 33
Syrian A.R.	886	70	816	92 52
Trinidad & Tob	49	40	9	18 69
USSR	232912	120687	112225	48 68
Ukrainian SSR.	44807	23637	21170	47
U. A. Emirates	94	72	22	23 78
Zimbabwe	5220	4040	1180	23 28
*** Total ***	714821	453400	259421	

(*) A blank in this column implies that the percentage of population living in urban areas was not available for this Member State.

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with more than 25 percentage points difference between the figures in the two columns are listed below:

List of Unesco's Member States with more than 25 percentage points difference in the number of institutions in favour of:

Urban population	Rural population
Afghanistan	Bulgaria
Burkina Faso	Dominican Republic
Chad	Mexico
Cote d'Ivoire	Trinidad and Tobago
El Salvador	U.A.E.
Fiji	
Guatemala	
Honduras	
Iran	
Niger	
Papua N.G.	
Rwanda	
Senegal	
Sri Lanka	
Syrian A.R.	
(15 Member States)	(5 Member States)

According to this criterion, (which is admittedly not only crude but also arbitrary), 15 Member States show a proportionately greater number of ECCE establishments for their urban population. In only five Member States is the number in favour of their rural population. With the exception of Bulgaria, all of them are developing countries.

2.3 The growth of ECCE institutions since 1980

Fifty-four Member States provided data on the number of ECCE institutions in 1980 and in 1988 (see Table 3, below). Whereas the total number of establishments reported in 1988 was 49% higher than in 1980, the percentage increase varies considerably among Member States. Six Member States reported a reduction or no growth in the number of institutions, but 3 Member States (Korea, Suriname and Thailand) reported increases of more than ten times the 1980 figure.

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The distribution by growth rates for the Member States shown in Table 3 is as follows:

Table 3. ECCE Institutions in 1980 and 1988			
Country	Institutions		increase
	(1980)	(1988)	1980-1988
Afghanistan	242	254	5
Albania	5166	5907	14
Bahamas	100	120	20
Bahrain	3	10	233
Belgium	1672	1389	-8
Belize	17	65	282
Benin	66	329	198
Bulgaria	6248	6278	0
Chad	13	15	15
Colombia	3281	6116	87
Costa Rica	630	702	11
Cote d'Ivoire	188	210	12
Cyprus	259	632	144
Czechoslovakia	12424	12371	0
Domin. Rep.	569	1557	174
El Salvador	1161	1039	11
Fiji	163	244	50
F. R. Germany	26226	26504	1
German D.R.	18779	21025	12
Ghana	2108	4084	94
Guatemala	42	42	0
Honduras	441	844	91
Hungary	4690	4786	2
Iraq	381	604	59
Israel	7000	8500	21
Jordan	287	755	163
Korea (Rep. of)	901	10501	1065
Malawi	50	100	100
Malta	128	135	5
Mexico	13550	41741	208
New Zealand	1209	2509	108
Nicaragua	463	1022	12
Niger	16	40	153
Norway	2554	4000	57
Panama	157	115	-27
Peru	3320	7982	140
Poland	25872	26289	2
Portugal	2368	4737	100
Qatar	19	48	153
Rwanda	35	124	254
San Marino	18	17	-6
Senegal	80	128	60
Spain	35610	39585	11
Sri Lanka	196	210	7
St. Kitts	17	49	188
St. Vincent	50	70	40
Suriname	6	290	4733
Swaziland	84	210	150
Sweden	5601	7233	29
Syrian A.R.	404	886	119
Thailand	1949	26655	1268
Trinidad & Tob	38	49	29
Tunisia	308	528	71
Zimbabwe	3500	5220	49
*** Total ***	192661	286877	49

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Growth rate	Number of Member States
No growth or fewer establishments	6
0% - 99%	27
100% - 249%	15
250% - 499%	3
500% - 999%	0
1000% or more	3
Total	54

2.4 The extent to which ECCE institutions charge fees or are free

Member States were asked to report the number of ECCE institutions which charged fees or were free in 1980 and in 1988. The figures reported by 65 individual Member States are shown in Table 4 (below). It will be seen that the proportion of ECCE institutions charging fees in 1988 was 54%, showing a decrease of 4 percentage points over the corresponding figure for 1980. The actual situation in 1988 was as follows.

Twenty-three of the 65 Member States listed in Table 4 (above) reported that all of their ECCE establishments were fee-charging, whereas eleven reported that all were free. The corresponding figures for 1980 were 18 and 9 respectively. The table which follows compares the status of ECCE institutions in 1988 and 1980.

Status of ECCE Institutions	Number of Member States	
	1988	1980
All fee-charging	23	18
50% - 99% fee-charging	15	10
1% - 49% fee-charging	16	10
None fee-charging	11	9
Total	65	47

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Table 4. ECCE Institutions in 1988 and whether
Fee-charging or Free in 1988 and 1980
.....

Country -----	Number of ECCE Institutions		% Fee- % Fee- charging charging	
	Total	Free	Fee- charging	(1988) (1980)
Afghanistan	254	0	254	100 100
Albania	5907	2583	3324	56 58
Angola	184	56	128	70
Bahamas	120	0	120	100 100
Bahrain	10	0	10	100 100
Belize	65	7	58	89 100
Benin	329	0	329	100 100
Bolivia	2068	2068	0	0
Burkina Faso	86	3	83	97
Cameroon	448	370	78	21
Chad	15	15	0	0 0
Chile	8563	7560	1003	12
Colombia	6136	3293	2843	46 60
Congo	119	0	119	100
Costa Rica	702	536	166	24 19
Cote d'Ivoire	210	126	84	40 41
Cyprus	632	372	260	41 58
Czechoslovakia	12373	12373	0	0 0
Denmark	25656	2815	22841	89
Dominica	69	0	69	100
Domin. Rep.	1557	0	1557	100 100
Ecuador	2441	938	1503	62
Egypt	3871	0	3871	100
El Salvador	1039	649	390	38 13
Fiji	244	0	244	100 99
German D.R.	21025	21025	0	0 0
Ghana	4084	2780	1304	32 23
Guatemala	42	42	0	0 0
Honduras	844	645	199	24 18
Hungary	4786	4786	0	0 0
Indonesia	32030	0	32030	100
Iraq	604	604	0	0 0
Israel	8500	2500	6000	71 71
Italy	25949	0	25949	100
Jamaica	1983	0	1983	100
Jordan	755	192	563	75 83
Korea (Rep.of)	10501	0	10501	100 100
Malawi	100	100	0	0 0
Malta	135	63	72	53 52
Mauritius	1391	28	1363	98
Mexico	41741	39352	2389	6 12
Mozambique	339	217	122	36
Nicaragua	1022	795	227	22 39
Niger	40	0	40	100 100
Norway	4000	360	3640	91
Panama	115	115	0	0 0

N.B. A blank in the right-hand column implies that the percentage of
fee charging institutions was not available for the year 1980.

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Table 4. ECCE Institutions in 1988 and whether
Fee-charging or Free in 1988 and 1980
.....

Country -----	Number of ECCE Institutions		% Fee- & Fee- charging charging	
	Total	Free	Fee- charging	(1988) (1980)
Papua N. Guinea	17	0	17	100
Peru	7982	6102	1680	21 29
Philippines	2471	228	2243	91
Poland	26289	0	26289	100 100
Portugal	4737	2666	2071	44 66
Qatar	48	0	48	100 100
Rwanda	124	0	124	100 100
Senegal	128	57	71	55 73
Spain	39585	25297	14288	36 42
Sri Lanka	210	210	0	0 0
St. Kitts	49	0	49	100 100
St. Vincent	70	0	70	100 100
Suriname	290	224	66	23 100
Swaziland	210	0	210	100 100
Sweden	7233	2096	5137	71 49
Thailand	26655	18104	8551	31 100
Trinidad & Tob	49	0	49	100 100
Tunisia	528	0	528	100 100
Zimbabwe	5220	220	5000	96 86
*** Total ***	354979	162972	192007	54 58

N.B. A blank in the right-hand column implies that the percentage of fee-charging institutions was not available for the year 1980.

2.5 Opening Times of ECCE Institutions

The respondents were asked to indicate the most common opening and closing times at ECCE institutions, separately for younger children (i.e. age 3 years and under) and older children (i.e. aged over 3 years).

In dealing with the answers to this question, it was considered more useful to analyse the times of the day (i.e. morning, afternoon/evening, all-day) for which the ECCE institutions remained open to receive children. A distinction was made between all-day on the one hand, and morning and afternoon on the other, the distinction resting in the fact that the former operate for a single session each day for the same children, whereas for the latter, separate sessions are offered and parents may use one or the other (depending on their convenience). It should be noted that although the analysis has been based on the "most common" hours, a few countries reported several sets of "most common" opening and closing hours.

Since the decision on opening and closing times generally rests with the ECCE organisers, the responses have been analysed under Option 2, i.e. reply by individual respondent as opposed to by Member State.

2.6 Opening Hours at ECCE Institutions for Younger Children

Of the 123 respondents, 25 did not answer the question, which in some cases may be taken to mean that their institutions did not accept younger children. According to the replies of the remaining 98 respondents, their institutions received younger children for care and/or education at various times of the day, as shown below:

(a) For the morning only	25
(b) Both for the morning and for the afternoon	7
(c) For the whole day only	64
(d) Both for the morning and for the whole day	2
Total	98

The seven respondents in category (b) above were: Benin, Cameroon(1), Dominica, Dominican Republic, Philippines, Senegal and Tunisia. The two respondents in category (d) were Cameroon(3) and Norway.

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2.7 Opening Hours in ECCE Institutions for Older Children

Of the 123 respondents, 20 did not answer the question which may be taken to imply that their ECCE institutions did not cater to older children. The 103 respondents stated that their establishments accepted older children for care and/or pre-school education at various times of the day, as indicated below:

(a) For the morning only	47
(b) Both for the morning and for the afternoon	8
(c) For the whole day only	43
(d) Both for the morning and for the whole day	4
(e) For the afternoon only	1
Total	103

The eight respondents in category (b) above were: Benin, Bolivia(1), Cameroon(1), Dominica, Dominican Republic, Federal Republic of Germany, Senegal and Tunisia. Those falling into category (d) were Italy, Nicaragua, Norway and Romania. The sole respondent in category (e) was Cameroon(3).

2.8 Comparison of Opening Times at ECCE Institutions for Younger and Older Children

From the foregoing analysis, it would appear that the age of the children determines, to some extent at least, the time of the day when ECCE institutions remain open to provide them with care and/or pre-school type of education. The following observations are pertinent to this point of view.

i) The large majority of respondents report that their ECCE institutions cater for younger children on a whole-day basis, i.e. 64 out of 98 (or 65 per cent). Obviously this practice is intended to free the parents, but particularly the mothers, to undertake full-time employment. They provide care more than pre-school education to their wards.

ii) On the other hand, a large number of respondents i.e. 47 out of 103 (or 46 per cent), reported that their institutions accept older children for the morning session only in order to provide pre-school or kindergarten type of education for which they have attained the accepted age.

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iii) The large majority of respondents indicated that their ECCE institutions open for one session only - either for the morning, or for the afternoon, or for the whole day. Usually, such institutions offer only one type of programme, which may be either care of and looking after the younger children, or providing pre-school education to the older children.

iv) Very few respondents (only 16) operate pre-school establishments in the afternoon: seven respondents with respect to the younger and eight for the older children. According to 15 respondents the institutions are also open in the morning, so the afternoon session would appear to be an extension of the morning session to accommodate the needs of some parents. Just one respondent, Cameroon (3), indicated that its institutions operated in the afternoon only.

v) Very few respondents maintain ECCE establishments which cater to children in the morning if they are also open for the whole day, e.g. two respondent with respect to younger children and four concerning older children.

SECTION 3. THE CHILDREN IN ECCE INSTITUTIONS

In the analysis which follows, multiple replies from the same country have been combined to form a single set of data for each Member State. The combination of multiple replies carries a certain risk since different respondents may be reporting the same enrolment on separate questionnaires (for example, when two ministries run a joint programme and both complete a questionnaire). Consequently the total enrolment shown for Member States which submitted more than one reply should be treated with a certain circumspection.

3.1 The Proportion of the Population aged 0 - 6 in ECCE Institutions

In order to give an approximate idea of the extent to which the pre-school population avails itself of ECCE services, 1988 enrolment in ECCE, as reported by Member States, has been compared to the population aged 0 to 6 in each country (using population estimates as assessed in 1988 by the United Nations Population Division, medium variant). The figures are shown in columns 2 and 3 of Table 5 (overleaf). Column 4 shows the percentage of enrolment to the population aged 0 to 6, which can be taken as an indicator of the proportion of young children using ECCE services.

It should be stressed that these percentages provide only a crude indicator of ECCE provision, since the age of entry into primary education varies considerably among Member States, and therefore in many countries enrolment in ECCE is minimal or non-existent at ages 5 and 6 (see Section 3.3). With this caveat in mind, the data for the 70 Member States for which the indicator is shown in Table 5 will be analysed.

In the 70 Member States, just over one-sixth (17.4%) of the population aged 0 to 6 was enrolled in ECCE institutions in 1988. By far the highest participation rates are in developed countries (GDR 71.9%, Denmark 65.6%, USSR 53.6%, Hungary and Sweden 44.7% each, Finland 40.9%, Czechoslovakia 40.1% and Ireland 39.6%), but some developing countries, notably Chile, Cyprus, Israel, Jamaica, Malta, Mauritius, Mexico, Peru and Suriname can boast of rates exceeding the average of these 70 Member States.

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The table below summarizes the participation rates of the 70 countries by Major Region:

Participation Rate	----- Number of countries by Major Region					
(%)	Africa	Asia/ Pacific	Arab States	Europe + N.Am	Latin Amer and Carib.	World
0-9.9	14	8	7	1	10	40
10-19.9		2	1	4	3	10
20-29.9	1	2		1	2	6
30-39.9				5	1	6
40-49.9		1		4		5
50-59.9				1		1
60-69.9				1		1
70+				1		1
Total	15	13	8	18	16	70

(Source: Table 5)

This table dramatizes the extent to which participation rates in ECCE are substantially higher in countries of Europe and Northern America Region than in those of the other Regions.

3.2 Female Participation in ECCE

Referring back to Table 5, the percentage of girls to total enrolment in ECCE institutions is shown in the right-hand column for 45 Member States. In 31 of them, the participation rates fall between 48% and 52%, suggesting fairly equal participation of both sexes. Among the remaining 14 Member States, 12 have rates of less than 48%, and 2 of more than 52% (Malawi 55% and Ghana 53%). By far the lowest female participation rates are in Jordan (36%) and Laos (38%).

3.3 The Age of Beneficiaries of ECCE

Member States were asked to supply data on the age of ECCE beneficiaries: number of those under three years; 3-, 4- or 5-year olds; and those aged 6 years and older.

Of the 88 Member States, only 49 completed this part of the questionnaire in a coherent form. The reported data were converted

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into a percentage distribution by age for each country. They are presented on the following pages in the form of bar charts so as to highlight the preponderant age of ECCE beneficiaries. It should be borne in mind that the youngest age-group (under 3 years), covers 3 years (ages 0, 1 and 2), and the oldest, (6+), is open-ended. Consequently, the rates of participation in these two groups should not be compared with those for ages 3, 4 or 5 years which cover only one year each.

In the analysis which follows, four aspects of the age-profile of the children will be examined in the light of the charts. Where appropriate some Member States will be mentioned in respect of more than one aspect, while others may not be referred to at all, inasmuch as the four aspects to be treated are illustrative and not mutually exclusive.

i) Member States where ECCE provision is concentrated on the younger age-groups

The following Member States provide little or no ECCE for children aged 5 or over: Bahamas; Bahrain; Grenada; Malta; New Zealand. These Member States have a relatively low official age for entry into primary education. In Bahrain, ECCE provision is concentrated almost exclusively on 3-year olds.

ii) Member States where ECCE provision serves especially the older age-groups

Costa Rica, Honduras, Ireland and Malaysia (ages 5 and 6+); Egypt, Indonesia, U.A.E. and Zimbabwe (ages 4 and 5).

iii) Member States where more than half of ECCE participants are of a single age-group

Bahrain (age 3); Grenada and Malta (age 4); Cyprus, Fiji, Spain, U.A.E. and Zimbabwe (age 5); Thailand (age 6 and over).

iv) Member States with a fairly even participation in several age-groups

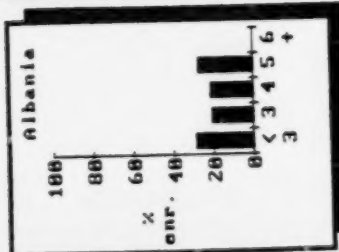
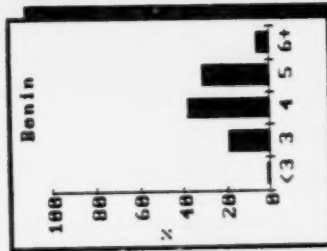
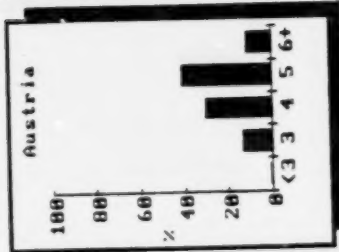
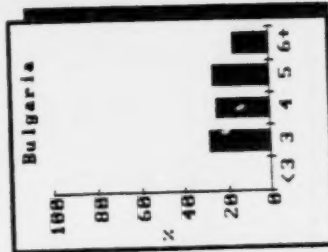
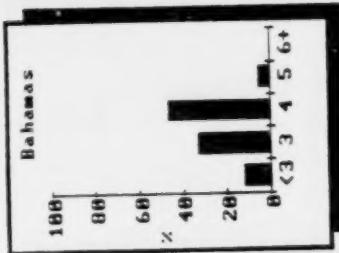
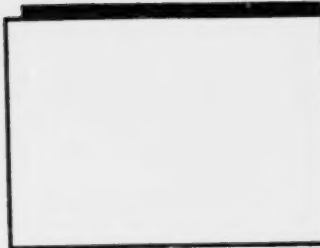
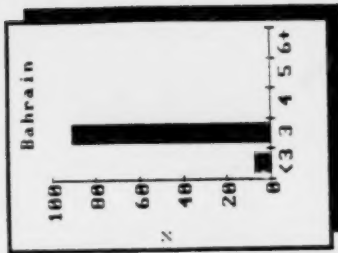
In the following Member States at least 10% of ECCE enrolment may be found in four (or even all five) age-groups: Albania; Austria; Belgium; Bulgaria; Cameroon; Congo; Czechoslovakia; Den-

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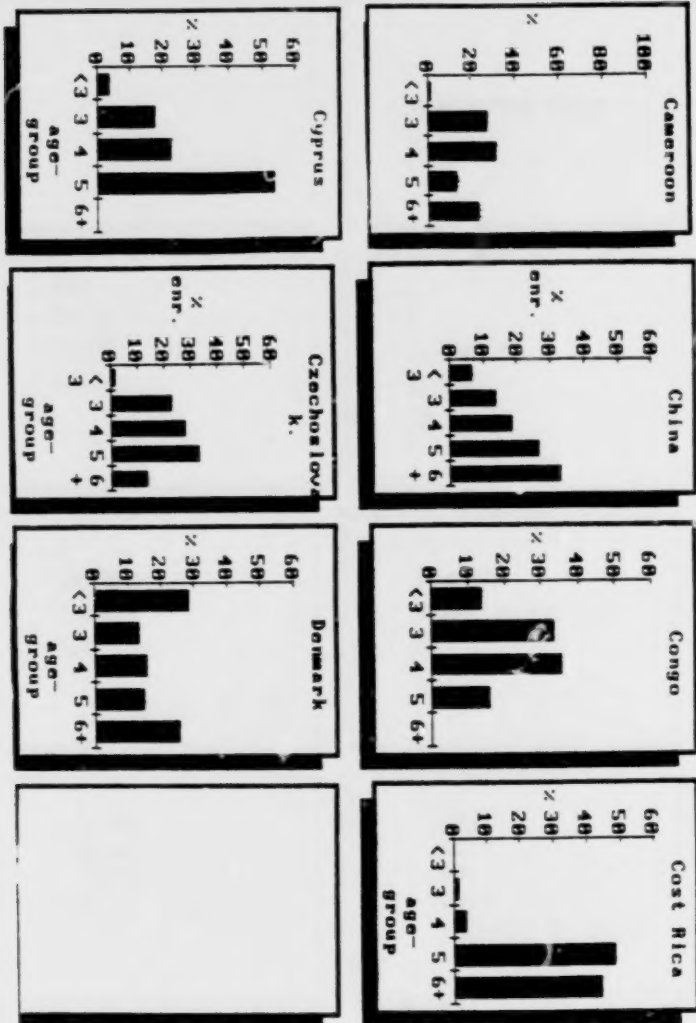
mark; Dominican Republic; Finland; Guatemala; Hungary; Niger; Sweden; Ukrainian SSR.

In fact, many developed countries have extended ECCE provision to such a degree that a child may benefit for four or more years in ECCE institutions.

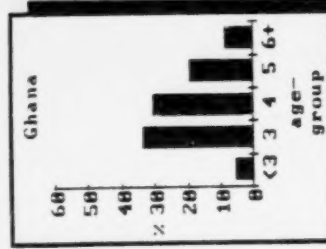
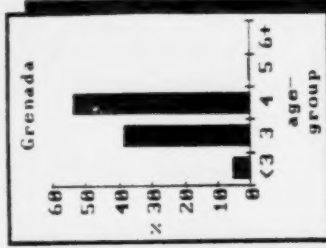
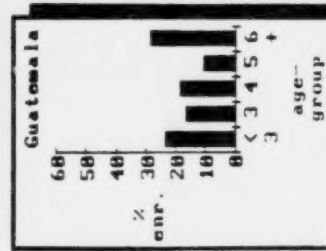
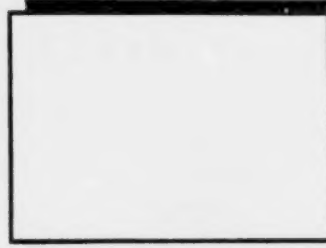
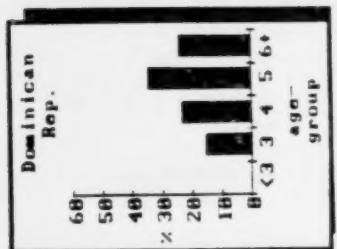
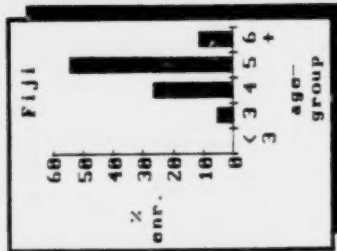
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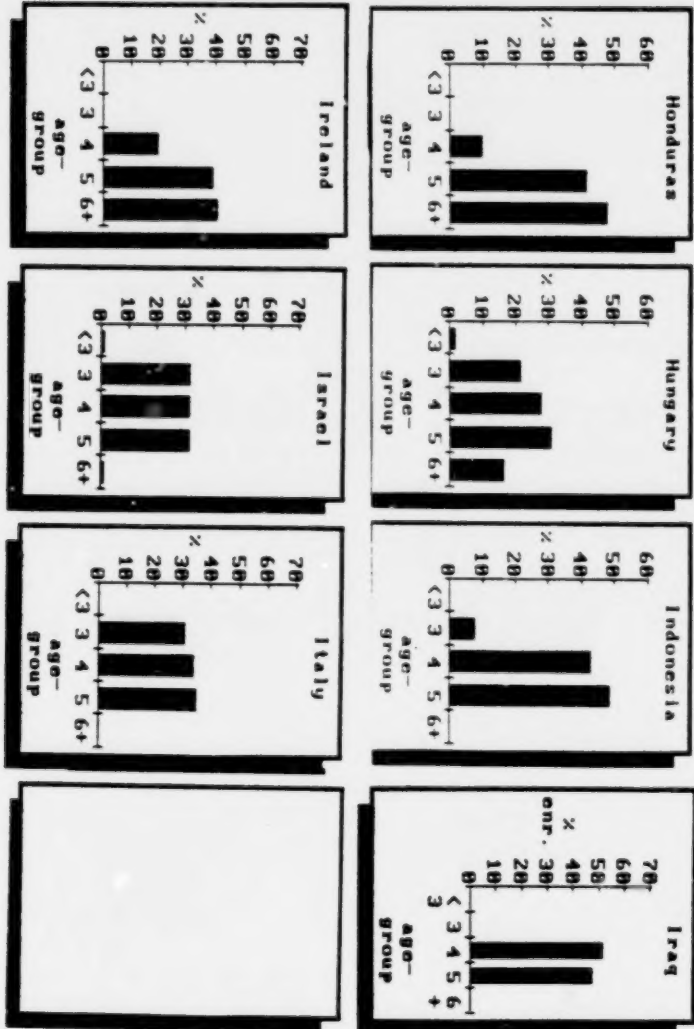
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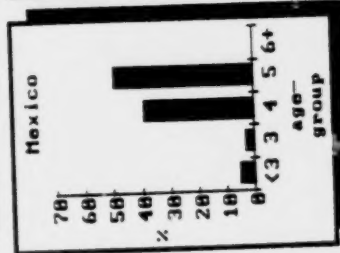
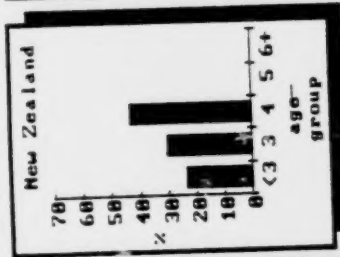
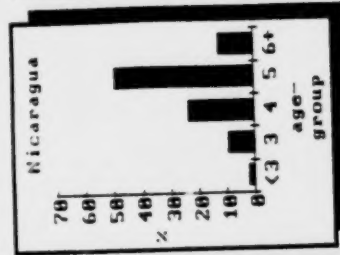
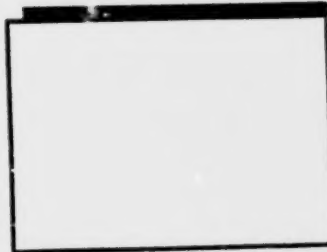
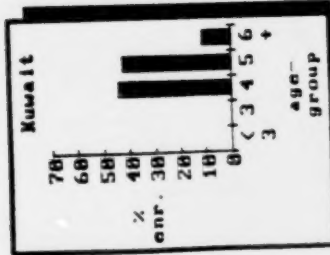
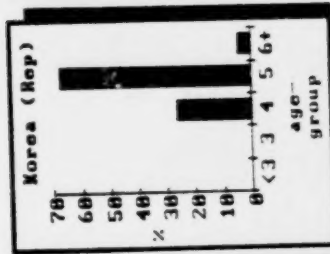
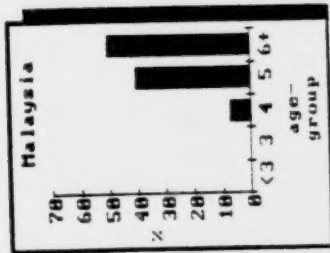
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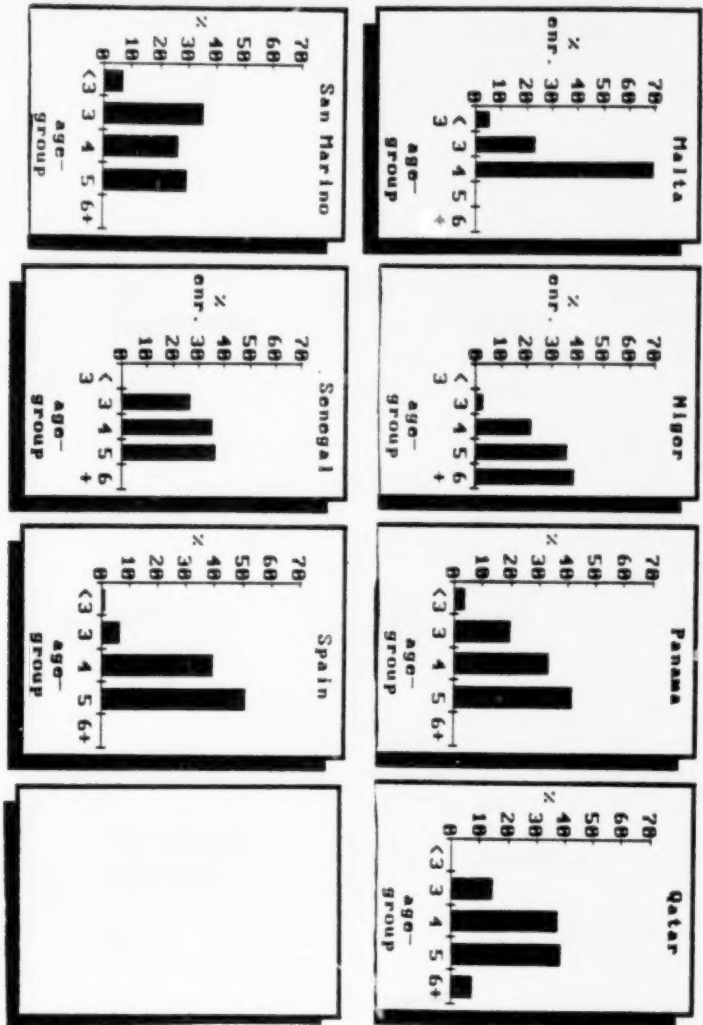
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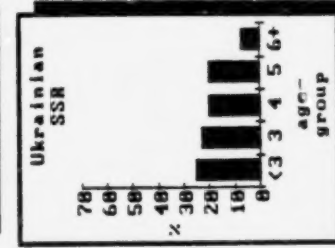
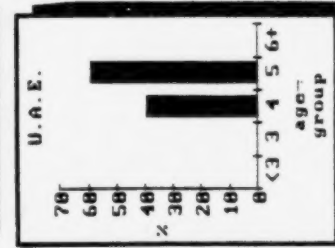
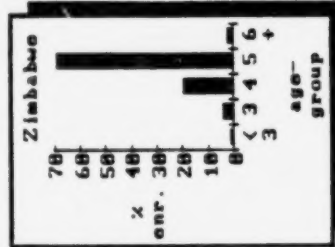
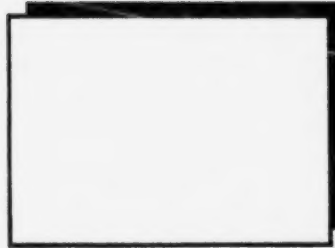
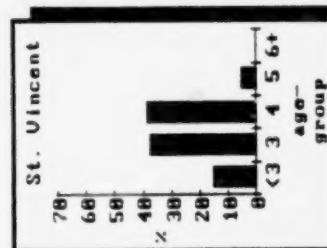
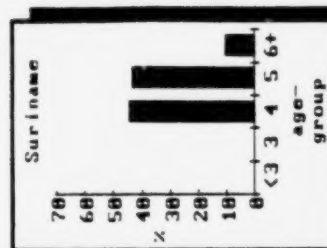
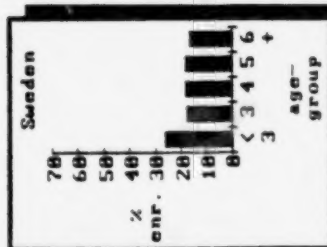
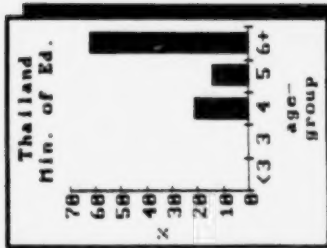
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SECTION 4. ECCE STAFF AND SPECIALISTS

Member States were asked to supply figures on the number of teaching and ancillary staff in regular attendance of children in ECCE programmes during the academic year 1987/88. Data were to be reported separately by sex and to be classified into three categories: teachers, day-care workers and "other" (to be specified). A related question asked for the recruitment age and minimal level of general education of ECCE teachers.

In addition, data were requested on five categories of specialists that took part in ECCE, namely: psychologists; doctors/dentists/nurses; nutritionists; musicians/actors/artists; social workers. These specialists were to be classified into (a) paid/unpaid, and (b) full- or part-time.

4.1 ECCE Staff - an overview

Eighty-two Member States provided information on their ECCE teaching and ancillary staff. Table 6, on the following pages, shows that in 1987/88 they had employed more than 4.3 million staff members. Of the 4.2 million staff for which a breakdown by category was provided, over 3.0 million (73.8%) were teachers; nearly 371,000 (8.9%) were day-care workers; and the "other" staff numbered nearly 726,000 (17.4%). It should be noted that the USSR and the Ukrainian SSR had together employed more than 2 million (46.6%) of the total staff.

Data on the sex of the staff were reported by 55 Member States, but these tended to be countries with relatively small ECCE provision and accounted for only 31.5% of the total staff reported by the 82 Member States. The breakdown by sex thus covers less than one-third of the total ECCE staff. Notwithstanding this limitation, a very clear pattern emerges, namely that nearly all ECCE staff are female - the male-female ratio being 3.6 to 96.4.

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Table 5. ECCE Enrolment, Population aged 0 - 6,
Percentage of Girls in Enrolment, (1988)

Country	Enrolment (1988)	Population (000's) aged 0-6 (1988)	% enr. to pop. in enrol.	
			0-6 (*)	% girls (*)
Afghanistan	10469	3566.0	0.9	49
Albania	170079	502.5	33.8	46
Angola	48000	2302.3	2.1	
Austria	180337	627.7	0.0	49
Bahamas	4263	0.0	0.0	49
Bahrain	237	84.9	0.3	43
Belgium	372744	834.5	18.6	49
Belize	2405	0.0	0.0	51
Benin	14497	1162.3	1.2	45
Bolivia	86114	1615.3	5.3	48
Burkina Faso	7553	2025.1	0.4	43
Cameroon	48118	2483.6	1.9	
Chad	1555	1247.3	0.1	
Chile	465323	1968.3	23.6	
Colombia	296190	5604.7	5.3	
Congo	12192	447.4	2.7	52
Costa Rica	43375	526.9	8.2	49
Cote d'Ivoire	23935	3189.8	0.8	
Cyprus	19379	88.8	21.8	48
Czechoslovakia	642173	1599.6	40.1	
Denmark	253724	386.8	65.6	
Domin. Rep.	51683	1325.3	3.9	52
Ecuador	118204	2156.2	5.5	50
Egypt	152171	11032.6	1.4	48
El Salvador	70859	1124.6	6.3	50
Fiji	6317	134.0	4.7	49
Finland	182478	445.9	40.9	
German D.R.	1124262	1564.5	71.9	
Ghana	283323	3494.2	8.1	53
Grenada	3665	0.0	0.0	46
Guatemala	6190	2084.4	0.3	
Honduras	54990	1138.3	4.8	51
Hungary	398325	890.3	44.7	
Indonesia	1540504	30050.2	5.1	
Iran	146409	12558.7	1.2	
Iraq	76558	4363.4	1.8	48
Ireland	189571	478.9	39.6	49
Israel	281000	667.1	42.1	
Italy	1506140	4284.1	35.2	
Jamaica	141180	426.0	33.1	
Jordan	47654	1027.5	4.6	36
Korea (Rep.of)	607298	5287.4	11.5	47
Kuwait	44367	396.8	11.3	51

(*) A blank in these columns implies that the required information was not available.

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Table 5. ECCE Enrolment, Population aged 0 - 6,
Percentage of Girls in Enrolment, (1988)

Country	Enrolment (1988)	Population (000's) aged to 0-6 (1988)	% enr. to pop. 0-6 (1988)	% girls in enrol. 0-6 (1988)
		(*)	(*)	(*)
Laos	38790	882.7	4.4	38
Malawi	4100	2018.1	0.2	55
Malaysia	293369	3086.7	9.5	49
Malta	8192	37.6	21.8	47
Mauritius	16200	142.3	25.4	
Mexico	2962078	15791.9	18.8	50
Mozambique	24139	3538.3	0.7	
New Zealand	102408	351.7	29.1	49
Nicaragua	93984	886.7	10.6	51
Niger	5170	1739.1	0.0	46
Norway	110981	360.9	30.8	
Panama	2780	402.1	0.7	51
Papua N. Guinea	648	841.3	0.1	
Peru	852960	4299.0	19.8	
Poland	673699	4564.5	14.8	49
Portugal	177139	973.4	18.2	
Qatar	5173	67.6	7.7	45
Senegal	12633	1674.7	0.8	51
Spain	1127343	3527.4	32.0	49
Sri Lanka	6285	2680.7	0.2	
St. Vincent	2365	0.0	0.0	52
Suriname	16142	68.7	23.5	50
Swaziland	7064	190.1	3.7	
Sweden	277491	620.3	44.7	
Thailand	1267112	8501.9	14.9	
Trinidad & Tob	1494	197.8	0.8	46
Tunisia	33143	1493.8	2.2	50
USSR	18878900	35227.9	53.6	
U. A. Emirates	16025	237.6	6.7	50
Yugoslavia	308759	2532.0	12.2	
Zimbabwe	205600	2174.0	9.5	51

(*) A blank in these columns implies that the required information was not available.

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Table 6. Teaching and Ancillary Staff in ECCE

Country	Teachers	Day-care Workers	Other Staff	Total Staff	(Males)	(Females)
-----	-----	-----	-----	-----	-----	-----
Afghanistan	3939	516	0	4455	0	4455
Albania	11143	0	0	11143	0	11143
Angola	128	1184	73	1385	76	1309
Austria	8998	3552	3243	15793	226	15567
Bahamas	304	80	0	384	4	380
Bahrain	20	6	14	40	0	40
Belgium	11487	0	0	11487	84	11403
Belize	187	0	0	187	0	187
Benin	552	47	98	693	308	385
Bolivia	2849	560	1200	4609	671	3938
Bulgaria	29682	775	44107	74564		
Burkina Faso	60	288	133	481	117	364
Cameroon	2060	21	2	2083		
Chad	13	38	0	51	0	51
Chile	9714	669	1911	12294		
China	670368	0	50000	720368	19264	681104
Colombia	12337	0	0	12337		
Congo	548	385	221	1154	39	1115
Costa Rica	1566	0	0	1566		
Cote d'Ivoire	308	11	621	940		
Cyprus	830	764	80	1674	37	1637
Czechoslovakia	50360	3366	2694	56420	0	56420
Denmark	18764	11495	18342	48601		
Dominica	90	18	0	108	0	108
Domin. Rep.	440	0	1072	1512	470	1042
Ecuador	4462	2964	0	7426	369	7057
Egypt	3768	6665	1529	11962	433	11529
El Salvador	1971	0	51	2022	130	1892
Fiji	336	4	0	340	2	338
Finland	7076	33530	4769	45395		
F. R. Germany	93897	4870	0	98767	1787	96980
German D.R.	0	145786	0	145786	0	145786
Ghana	4761	600	9018	14379	276	14103
Grenada	153	51	0	204	1	203
Guatemala	0	334	0	334	0	334
Honduras	1651	31	0	1682	0	1682
Hungary	33896	30295	0	64191		
India	0	0	0	194718		
Indonesia	78704	0	0	78704	25	78679
Iran	6469	501	0	6970		
Iraq	4574	4042	0	8616	802	7814
Israel	6000	2500	9000	17500		
Italy	72950	31944	0	104894		
Jamaica	4740	0	724	5464	250	5214
Jordan	1905	454	0	2359	0	2359
Korea (Rep.of)	22899	31	1216	24146		
Kuwait	2448	260	273	2981	48	2933
Laos	2236	0	0	2236		

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Table 6. Teaching and Ancilliary Staff in ECCE
.....

Country	Teachers	Day-care Workers	Other Staff	Total Staff	(Males)	(Females)
-----	-----	-----	-----	-----	-----	-----
Malawi	0	0	400	400	0	400
Malaysia	9225	3844	0	13069	118	12951
Malta	0	0	193	193	0	193
Mexico	101773	13882	10551	146206		
Mozambique	19	619	0	638		
New Zealand	1389	1742	245	3376		
Nicaragua	2194	888	714	3796	48	3748
Niger	203	50	3	256	51	205
Norway	9056	10828	8027	27911		
Panama	118	44	36	198	0	198
Papua N. Guinea	26	0	17	43	0	43
Peru	2819	869	0	3688		
Poland	85665	0	0	85665	0	85665
Portugal	8121	9174	2742	20037		
Qatar	275	0	0	275	0	275
Rwanda	171	0	0	171	25	146
San Marino	113	0	60	173	2	171
Senegal	292	219	94	625	176	449
Spain	39573	0	0	39573	2850	16723
Sri Lanka	0	405	0	405	0	405
St. Kitts	66	24	0	90	0	90
St. Vincent	133	30	0	163	2	161
Suriname	694	227	42	963	0	963
Swaziland	297	0	0	297	3	294
Sweden	29159	28653	2507	60319		
Syrian A. R.	2506	1632	0	4138		
Thailand	42015	35	5695	47745		
Trinidad & Tob	98	0	0	98	1	97
Tunisia	690	1140	0	1830	100	1730
USSR	1288500	0	144400	1432900		
Ukrainian SSR.	249030	0	356301	605331		
U. A. Emirates	535	0	183	718	0	718
Yugoslavia	15868	7388	8145	31401		
Zimbabwe	360	200	15000	15560	156	15404

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4.2 "Other" Category of ECCE Staff

A total of 44 Member States reported having employed staff under the "other" category. Most of them gave details on the types of staff that were included. A great variety of types were specified, (in various languages). An attempt has been made to organise them into a meaningful taxonomy to facilitate their analysis. The following five broad groups are proposed:

- i) Administrators;
- ii) Helpers;
- iii) Play attendants;
- iv) Service staff;
- v) Miscellaneous.

Under group i) ("Administrators") have been included: headmasters; headmistresses; directors; supervisors.

Under group ii) (Helpers") have been included: auxiliaries; assistants; aides.

Under group iii) ("Play attendants") have been included: play supervisors; play leaders; child attendants during playtime; playground supervisors.

Under group iv) ("Service staff") have been included: cooks; guards; cleaners; caretakers; drivers; house personnel; laundry staff; clerks; secretaries; child nurses; manual workers.

Under group v) ("Miscellaneous") have been included: students (Bolivia); "promotores de educacion inicial no-escolarizada" (Bolivia); "animadores comunitarios" (Dominican Republic); community leaders (El Salvador); residential care staff (Jamaica); trainees (Norway).

Some Member States mentioned several types of "other" staff. The summary table below, lists Member States according to the broad groups in which the types of "other" staff mentioned by them have been included.

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Inclusion of "other staff" mentioned by Member States

- i) Administrators: Bahrain, China, Egypt, Kuwait, Mexico, New Zealand, USSR, Zimbabwe.
- ii) Helpers: Bahrain, Benin, Chile, Côte d'Ivoire, Malta, New Zealand, Papua New Guinea, Portugal.
- iii) Play attendants: Bolivia, Ghana, Ireland, Malawi.
- iv) Service staff: Austria, Burkina Faso, Czechoslovakia, Egypt, Ghana, Kuwait, Mexico, New Zealand, Niger, Norway, Panama, San Marino, Senegal, Suriname, Thailand.
- v) Miscellaneous: Bolivia, Dominican Republic, El Salvador, Jamaica, Norway.

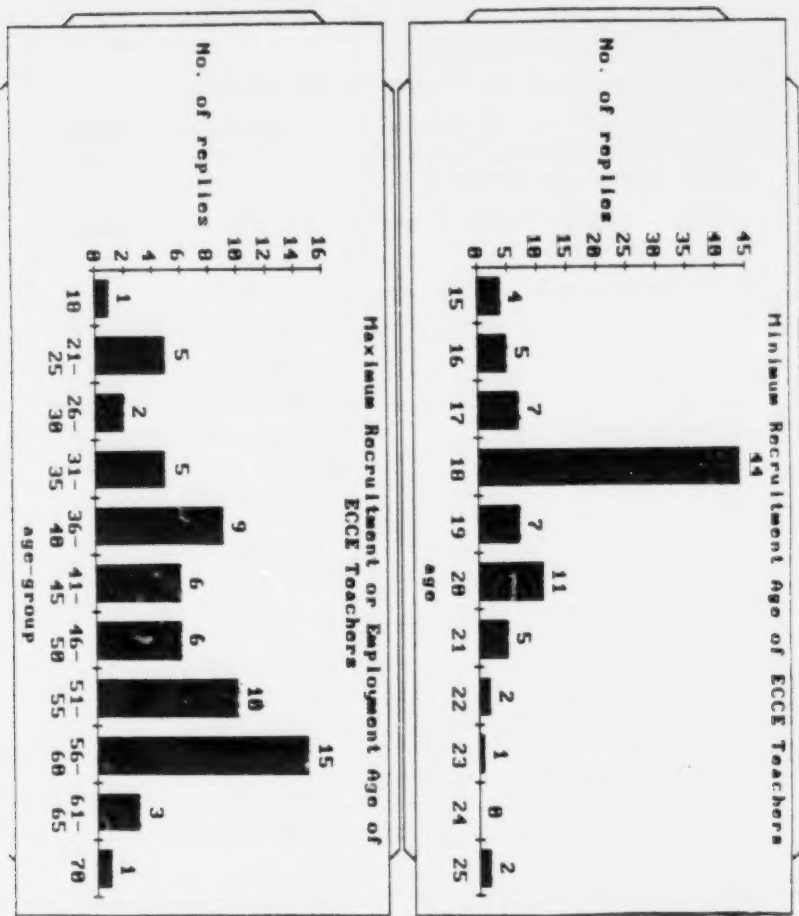
4.3 Recruitment or Employment Age of ECCE Teachers

Three questions were asked concerning the recruitment of ECCE teachers: a) the minimum recruitment age; b) the maximum recruitment or employment age; c) the minimum level of education. Questions b) and c) presented certain difficulties in their interpretation. The replies to question b) suggested that some respondents had given the upper age limit for the initial recruitment of (young) teachers, whereas others had provided the age of compulsory retirement of already employed teachers. The replies to question c) were invariably couched in terms of national education structures, certificates and diplomas which did not permit a meaningful statistical analysis. In view of these ambiguities and difficulties, question b) will receive only summary analysis, and question c) none at all.

Eighty-eight respondents reported the minimum recruitment age of ECCE teachers and 63 reported the maximum age of recruitment or employment. In addition, 8 respondents indicated that no minimum age was prescribed for recruitment, whereas 21 reported that no maximum age was established for recruitment or employment. It would appear that the minimum age of recruitment is subject to regulations in more countries than is the maximum age.

The number of replies by minimum and maximum age group is shown in the bar diagrams on the following page. Reported by 44 out of 88 respondents, the modal minimum age of recruitment is 18 years, followed by 20 years (11 replies) and 17 and 19 years (7 replies each). Thus 65.9% of the respondents apply a minimum recruitment age of 17 to 20 years.

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The maximum age of recruitment or employment of ECCE teachers presents a totally different pattern and range from those for the minimum age. The minimum age varies from 15 to 25, but the maximum age (ignoring the replies which state that no maximum is applied) varies from age 18 (Mauritius) to age 70 (Denmark). The diagram presenting the number of replies by age-group shows that the distribution of maximum age of recruitment or employment is bimodal - the two modes being 36-40 years and 56-60 years. This illustrates, as noted above, the ambiguities concerning the interpretation of the maximum age.

4.4 Specialists that took Part in ECCE in 1987/88

Member States were requested to report the number of specialists who took part in ECCE in 1987/88, their area of speciality, whether paid or unpaid, and whether working full- or part-time. Only 48 of the 123 respondents provided the required data - 18 of them reporting more than 100 specialists. Consequently the analysis of this topic should not be considered representative of the actual situation.

The table below summarizes the replies of all respondents according to Option (2) (where multiple replies from the same Member State have been treated individually).

Type of response:	No.	%
i) Blank	50	40.7
ii) Ambiguous	5	4.1
iii) Data not available	4	3.3
iv) No specialists	6	4.9
v) Specialists, (number unreported)	16	13.0
vi) 1 to 9 specialists	14	11.4
vii) 10 to 99 specialists	10	8.1
viii) 100 or more specialists	18	14.6
Total number of responses	123	100.1

The six respondents reporting that no specialists were employed (line iv), were: Benin, Dominican Republic, Niger, Papua New Guinea, Senegal and Thailand(1).

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58 respondents (lines v, vi, vii and viii above) indicated that specialists' services were used.

Six of the 16 respondents (line v) indicated how the services of their specialists were secured: Côte d'Ivoire, Jamaica, Mozambique, Norway and the Philippines reported that specialists, such as medical staff, were available through their public health systems; Sweden mentioned that different specialists were available for ECCE, and musicians were contacted through cultural organizations.

The 14 respondents (line vi) reporting the use of 1 to 9 specialists were: Angola, Bolivia(3), Burkina Faso, Cameroon(3), Dominica, Finland, Grenada, Jordan(2), St. Vincent, Suriname(2), Thailand(5),(8),(9),(10).

The 28 respondents (lines vii and viii) who reported using 10 or more specialists in ECCE in 1987/88 are listed in the table below in ascending order of the number of specialists. Whereas the total number in column (2) pertains to all the reported types of specialties, column (5) indicates those which were most common.

SECTION 5. TRAINING OF ECCE TEACHERS

5.1 Analysis of Subjects generally included in Pre-service Teacher Training (Option 2)

The respondents were requested to indicate, by a tick in the appropriate box, the subjects which were generally taught (or not taught) in pre-service training of ECCE teachers. They were given a choice of eight subjects, as examples, to which they could add "others" if some of the subjects actually included in the curriculum were materially different from those mentioned in the question. These were:

a) Child development; b) Teaching methods; c) Theory of education; d) Curriculum development; e) Handicrafts; f) Health and hygiene; g) Music and movement; and h) Parent education.

Of the 123 respondents, 17 did not answer the question, that is they ticked no box and also added no "other" subject. An analysis of the replies given by the remaining 106 respondents is presented in the table below:

Subject	Frequency	'yes'	Rank	'no'	not sure
		%			
(1)	(2)	(3)	(4)	(5)	(6)
a) Child development	102	96.2	1	1	3
b) Teaching methods	97	91.5	2	3	6
c) Theory of education	89	80.2	3	8	13
d) Curriculum development	80	75.5	7	14	12
e) Handicrafts	84	79.2	6	10	12
f) Health and hygiene	98	92.5	2	5	3
g) Music and movement	94	88.7	4	5	7
h) Parent education	63	59.4	8	23	20

It will be seen from the above table that subject (a) - child development - received a 'yes' vote from 102 out of the 106 respondents, with only one negative and three 'not sure' votes. In the present context, it rightfully has the first rank. Health and hygiene (subject (f)) and teaching methods (subject (b)) qualify respectively for second and third places, with 98 and 97 votes. Music and movement take the fourth rank. At the other end of the scale came subject

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(h) - parent education - with 63 'yes' votes and eighth rank. It seems that curriculum development and the theory of education are not very popular subjects among the teacher trainers. As for handicrafts, practical difficulties such as lack of space (workshop), raw materials and tools obviate the widespread teaching of this subject, despite its importance for the children.

5.2 Analysis of "Other" Category of Subjects

Besides indicating the subjects generally included in the pre-service training of ECCE teachers, 46 respondents also mentioned 127 "Other" subjects. For purposes of analysis, they have been classified into four groups, namely:

- A. Subjects classifiable under those listed in the relevant question;
- B. Academic subjects;
- C. Pedagogical subjects; and
- D. Miscellaneous.

The classification is not rigorous, but it serves to summarize the data in order to bring them within easy grasp. The details are given in the following paragraphs.

Group A: The subjects included in this group fall within the meaning, content and purpose of those listed in the questionnaire. They need not have been mentioned as "other" subjects. Their breakdown is shown below.

Subject	Frequency(*)	Some examples
(a) Child development	2	Child care, child rearing
(b) Teaching methods	6	Pedagogy, didactics, individualized education
(c) Theory of education	2	Educational psychology, psychology of learning
(d) Curriculum development	2	Student evaluation (testing)
(e) Handicrafts	18	Manual activities, making of games and toys, art, drawing, painting, acting (drama), etc.
(g) Music and movement	3	Choreography, music, recreation (play, movement)
(h) Parent education	2	Parental involvement, working with parents
Total	35	

(*) Frequency means the number of respondents reporting the subject.

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Group B - Academic subjects: Many countries, specially those where the standards of general education are not high enough, find it necessary to upgrade the trainees' knowledge of the academic subjects which they would be required to teach in or out of the classroom. A list of these subjects is shown below, together with the number of respondents who reported them.

Academic subjects	No. of respondents
i) "Language", e.g. national language, mother tongue, verbal skills, communication skills (including speech, reading, poetry).....	10
ii) Mathematics.....	4
iii) Science.....	5
iv) Social studies (which includes history, sociology, civics, economics, orientation in the society, legislation, humanities).....	9
v) Domestic science including child nutrition.....	7
vi) Other, e.g. general academic studies, environmental studies, physical education / psychomotor development..	9
Total	44

Group C - Pedagogical subjects: These subjects go beyond the "Teaching methods" and "Theory of education" which were mentioned in the relevant question. Strictly speaking they are not all pedagogical; yet they are essential requirements for making a good and successful teacher. They are listed below along with the number of respondents who mentioned them.

Pedagogical subjects	No. of respondents
i) Psychology including general, child, developmental.....	8
ii) Special education, special needs education.....	3
iii) Children's literature, children's reading.....	11
iv) Making teaching aids.....	3
v) School administration/management, record keeping, national system of education, educational legislation..	9
Total	34

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Group D - Miscellaneous subjects: This group includes subjects which do not fall under any of the preceding groups. Some of them are also novel and uncommon. They are listed below together with the names of the respondents' countries.

i) General culture	Benin
ii) Countering sexism and racism	New Zealand
iii) Marxism	Hungary
iv) Partnership in a bilingual society	New Zealand
v) Peace education	New Zealand
vi) Professionalism	Dominica
vii) Religion	Malawi
viii) Safety, security and first aid	Malawi, Tunisia, Zambia
ix) Social and moral development	Korea (Rep. of)
x) Story telling	Chad, Thailand
xi) Technology of education	Hungary

5.3 Methods generally used in ECCE Pre-service Training

The respondents were asked to indicate, by a tick, the methods which were generally used in pre-service training of ECCE teachers. They were given a choice of three methods to which they could add others, if their own method(s) did not fit those mentioned in the question as examples, namely: a) Theoretical training; b) Teaching experience; c) Observation/visits.

Of the 123 respondents, 20 did not answer the question and one (Syrian Arab Republic) said that pre-service training of ECCE teachers is not required. An analysis of the replies given by the remaining 102 respondents is presented in the table below:

Method	Frequency	%	Rank -
a) Theoretical training	97	95.1	1
b) Teaching experience	92	90.2	3
c) Observation/visits	95	93.1	2

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It will be seen from the above table that all the three methods mentioned in the question as examples were being used by most of the respondents. In fact, the difference among their frequency counts is so small, that an ECCE Teacher Training Organization should be using all three of them to obtain satisfactory results.

5.4 Analysis of "other" Category of Methods

Only 12 countries mentioned one or two "other" methods each, which could be considered truly different from those mentioned in the question itself. These "other" methods of training ECCE teachers may be organized into four groups, as follows:

- i) Workshops: used in 5 countries (Bahrain, Colombia, Israel, Malta, Thailand).
- ii) Discussion method: used in Bahrain and Grenada.
- iii) Project method: Côte d'Ivoire, Cyprus, Grenada, Israel. The method involves the elaboration of a pedagogical project either individually or by a group (or team) of trainees. Often, group work is implied.
- iv) Micro-teaching: used in Ireland and New Zealand.
- v) Active learning methods: used in Indonesia.

In addition, a very novel technique was reported by Ukrainian SSR, where they organize "conferences on experience exchange" and also arrange trainees' meetings with painters, musicians, children's writers, mass media representatives as well as radio and television workers.

5.5 Orientation of Training

The respondents were requested to indicate, by a tick in the appropriate box, whether the pre-service training of ECCE teachers was oriented specially for pre-school teachers or it was a part of generalized teacher training.

Of the 123 respondents, four replied that the question was not applicable to them; two others ticked both the boxes; while 21 respondents did not tick either box. Excluding these 27 replies from the analysis, it was found that in 79 of the remaining 96 cases (82.3%), the pre-service training of ECCE teachers was oriented specially for pre-school teachers. In the other 17 cases (17.7%), it formed part of generalized teacher training.

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5.6 In-service Training and Refresher Courses for ECCE Teachers

The survey questionnaire requested information on the in-service training and refresher courses in which ECCE teachers were expected to participate. The first question asked whether either of these two types of courses were compulsory for ECCE teachers. Seventy-five respondents replied "yes", 34 replied "no" and the remaining 14 did not answer the question. The ratio of "yeses" to "noes" was 69 : 31. Malta qualified its answer by stating that the refresher courses were optional, and San Marino stated that in-service training was optional. Senegal noted that courses are compulsory for the public sector, but not for the private sector. Replying in the negative, China stated that many un- or under-qualified teachers nevertheless opt for in-service training to obtain the required qualification.

Fifty-seven respondents provided information on the duration of in-service training courses. The durations reported varied from 1-2 days (St. Vincent) to 2 years (in the case of Afghanistan and Congo(2)) and to 8 semesters (in the case of Colombia). However, most respondents (34 out of 57) reported durations of four weeks or less, while eight respondents recorded figures of between 5 and 10 weeks. The fifteen who indicated longer periods are listed below:

Respondent	Duration of in-service training courses
Afghanistan	2 years
Bulgaria	48 weeks/76 weeks
Cameroon	36 weeks
Colombia	8 semesters
Congo(2)	2 years
Finland	12 weeks
Ghana(1)	8-12 weeks
Grenada	1 year
Iran	25 weeks/1000 hours
Jamaica	1 year
Laos	48 weeks
Romania	44 weeks
Suriname(2)	11 months
Ukrainian SSR	35 weeks
Yugoslavia(3)	11 weeks

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The duration of refresher courses was reported by 62 respondents. Some respondents indicated more than one duration (depending on the nature of the course). For example, the USSR reported that courses of one month, half a year and for a full year are held every five years.

A frequency count of the number of respondents reporting refresher courses for ECCE teachers according to different durations is shown below. In cases of several lengths of courses indicated by the same respondent, only the longest one has been included in the table.

Duration of refresher courses	No. of respondents
i) 1 week or less	10
ii) 2 weeks	24
iii) 3 weeks	10
iv) 4 weeks	13
v) 1-6 months	3
vi) 6-12 months	2
Total	62

It can be seen from the table that the modal duration is 2 weeks (24 replies, 38.7%). 57 of the 62 respondents (91.9%) reported that refresher courses lasted four weeks or less.

The frequency with which refresher courses for ECCE teachers are followed was reported by 51 respondents. In general, shorter courses are held at shorter intervals, i.e. with greater frequency than longer courses (as might be expected). The shortest interval was indicated by Grenada (every semester), while the longest one was in Israel (every 6 years).

The number of respondents reporting how often ECCE teachers take refresher courses is shown below according to their interval. If several intervals were reported by the same respondent, the longest interval has been included in the table.

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Interval at which refresher courses are followed:	No. of respondents
i) Every semester	1
ii) Every year	27
iii) Every 2 years	10
iv) Every 3 years	2
v) Every 4 years	-
vi) Every 5 years	10
vii) Every 6 years	1
Total	51

The modal period for undertaking refresher courses is every year (27 out of 51 respondents). Other favoured periods are every two years and every five years (10 respondents each).

SECTION 6. OBJECTIVES OF ECCE

In reporting on this topic, ECCE organisers were given, as examples, seven objectives of ECCE to which they could add others and then indicate their order of priority for the objectives, separately for the younger children and the older ones. These objectives were:

- a) Total development of the child;
- b) Intellectual development of the child;
- c) Preparation for primary school;
- d) Language development of the child;
- e) Child care/minding;
- f) Health and nutrition;
- g) Religious instruction.

In subsequent analysis and discussion these objectives will be often referred to by the corresponding letters a) to g) with a view to avoiding needless repetition. It is assumed that the ECCE organisers play a major role in deciding on the main objectives of their establishments. Consequently multiple replies from the same country have been treated individually.

6.1 Frequency Counts of the Priorities accorded to ECCE

Objectives for: (a) younger and (b) older Children

Table 7 (overleaf) presents two matrices which provide frequency counts of the priorities accorded by the respondents to the ECCE objectives listed above. Matrix(a) pertains to younger children and Matrix(b) to the older ones. In the case of the former group, 21 respondents did not answer the relevant question, while 23 respondents failed to answer it in respect of the older children. A few respondents (e.g. New Zealand, Sri Lanka) checked only objective (a) - Total development of the child - probably in the belief that total development includes all types of development. Certain other respondents accorded the same priority to two or even three objectives.

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An arbitrary but useful technique for analysing this type of data is to weight the priorities from 7 to 1 respectively, (priorities lower than seven (viii, ix, x, etc.) being given the same weight as priority vii.

Table 7. Frequency Counts of the Priorities accorded to ECCE Objectives for: (a) younger and (b) older Children

(a) Priority matrix for younger children

Priority No.	O B J E C T I V E S							Total
	a	b	c	d	e	f	g	
i	72	2	3	2	13	12	0	104
ii	6	34	2	12	17	19	0	90
iii	13	7	16	19	9	24	0	88
iv	3	14	3	25	19	8	2	74
v	0	15	2	8	17	12	4	58
vi	1	2	13	1	3	10	8	38
vii	0	0	4	0	2	2	13	21
Total	95	74	43	67	80	87	27	473

(b) Priority matrix for older children

Priority No.	O B J E C T I V E S							Total
	a	b	c	d	e	f	g	
i	79	3	6	3	4	7	1	103
ii	4	46	12	8	7	11	0	88
iii	6	14	27	21	6	8	2	84
iv	3	14	8	30	8	12	2	77
v	1	6	9	3	30	13	6	68
vi	1	1	10	4	5	22	8	51
vii	0	0	7	0	4	3	15	29
Total	94	84	79	69	64	76	34	500

The table below summarises the results contained in Table 7 and shows the weighted average score and rank order for each objective, separately for the younger and the older children. It is interesting to note that in both cases objective (a) is ranked first, objective (b) is ranked second, while objective (g) is relegated to

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seventh rank. The third rank which was taken by objective (f) - Health and nutrition - in the case of younger children, was taken by objective (d) - Language development - in the case of the older ones. Objective (c) - Preparation for primary school - which occupied sixth place for the younger children, moved up to fourth place for the older ones. Despite the admitted need of working mothers for child care/minding, this objective received rather a low priority: fourth in the case of younger children and sixth in the case of the older ones.

The weighted average score and rank order of ECCE objectives for younger and older children

Objective	Younger children		Older children	
	Mean score	Rank	Mean score	Rank
(a) Total development	6.52	1	6.64	1
(b) Intellectual devt.	4.84	2	5.27	2
(c) Prep. for primary sch.	3.74	6	4.24	4
(d) Language development	4.58	5	4.51	3
(e) Child care/minding	4.66	4	3.69	6
(f) Health and nutrition	4.69	3	3.80	5
(g) Religious instruction	1.81	7	2.18	7

(Source: Table 7)

6.2 Analysis of the "other" Category of Objectives

The respondents were requested to add, if necessary, "other" objectives of ECCE to those listed in the question as examples. Twenty-seven of them mentioned 79 "other" objectives. However, four of these objectives should have been reported under those cited in the question. These were: (1) "Prelectoescritura", "pre-matematica" (Colombia) which is really preparation for primary school - objective (c); and "Perception" and "conceptualization" (Cyprus) which falls under objective (b) - intellectual development.

For purposes of analysis, the remaining 75 objectives were grouped into five categories, namely, psychomotor development of the child; social development; affective development; aesthetic development and miscellaneous. The table below shows the number of objectives falling into each category, their breakdown by the age-group of the children and the number of respondents reporting them.

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Category of objectives	Age-group				No. of respondents
	Total	Younger	Older	Both	
(1)	(2)	(3)	(4)	(5)	(6)
i) Psychomotor devt.	15	8	3	4	13
ii) Social devt.	19	5	7	7	15
iii) Affective devt.	12	3	4	5	11
iv) Aesthetic devt.	15	2	7	6	10
v) Miscellaneous	14	3	1	10	10
Total	75	21	22	32	*

* The figures in this column are not additive as the same respondent could, and did, report more than one objective.

Details of the objectives included in *Category v) Miscellaneous* are given below:

Objective	Respondent	Children's age-group
1. Early detection of disabilities	Suriname(2)	younger
2. To free mothers for work	Burkina Faso, St. Kitts	both
3. To involve the parents and general public in the institution's life	Burkina Faso	both
4. Parents' education	Fiji	both
	Suriname(2)	younger
5. Studies and research into child growth and development	Thailand(8)	both
6. Training of university students	Thailand(8)	both
7. To run a demonstration day-care centre	Thailand(8)	both
8. To work with the family and the community	Nicaragua	both
9. Participation and cooperation with the family	Portugal(1)	younger
10. Ethics/ethical values	Sweden	both
11. Moral values	U.A.E.	older
12. The development of the child's abilities of self-expression	Tunisia	both

The following comments are pertinent to the above table:

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(1) Although parent education is a subject in pre-service training of ECCE teachers, only two respondents (Fiji and Suriname) reported parent education as an ECCE objective.

(2) It should be noted that some respondents mentioned activities which would help realize some "intended" objectives. In the above analysis these activities have been classified under the appropriate "implied" objective.

SECTION 7. CONTENT OF ECCE CLASSES

7.1 Activities officially prescribed

(a) None prescribed

In the first part of the question, the respondents were asked to state if certain types of activities were officially prescribed for ECCE classes. As the response was to be based on official regulations in this regard, the replies have been analysed under Option 1, that is for 88 countries rather than for 123 respondents. This was done by ignoring the multiple responses from a country with the exception of the one from the Ministry of Education.

A tally mark of the replies showed that 73 countries had officially prescribed certain types of activities which could or should be provided in the ECCE establishments. Ten of the remaining fifteen countries stated that so far they had not issued any instructions (or regulations) in that regard. These countries were: Austria, Cote d'Ivoire, F.R.Germany, India, Mauritius, Norway, Papua New Guinea, Portugal, Qatar and St. Vincent. In addition, five countries (Benin, Hungary, Malawi, Malaysia and Spain) did not answer the question. Since they also did not tick any of the activities mentioned in the question for either the younger or the older children, their response (or its lack) has been treated as tantamount to "No".

It should be noted that the negative response in the case of these fifteen countries does not mean that their ECCE institutions do not provide for any activities. Rather, it would mean that the organisers of ECCE establishments were free to select any activities appropriate to children's age, local environment, national culture, etc. Indeed, many respondents emphasized the fact that a variety of activities were provided in their institutions although these were not prescribed by the government.

(b) For younger children

In the second part of the question, the respondents were requested to indicate the officially prescribed activities by ticking the appropriate boxes in two columns - one for younger children and the other for older ones. The question itself listed eight activities, as examples, to which the respondents could add "others" according to the regulations in force in their respective countries.

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As already stated in (a) above, 73 countries had answered the part of the question in the affirmative, meaning thereby that had officially prescribed certain activities for ECCE establishments. However, eight of them (Afghanistan, Finland, Honduras, Ireland, New Zealand, Romania, Syrian Arab Republic and the United Arab Emirates) did not tick any activity for young children. Consequently, the replies from only 65 countries were available for analysis.

The table below presents a summary of the replies for each officially prescribed activity. Column (2) shows the number of countries which ticked it; column (3) gives the percentage of number to the total number of countries responding (65), and the last column shows the rank order of the activity.

Activity officially prescribed	Frequency	%	Rank
(1)	(2)	(3)	(4)
(a) Language development	58	89.2	4
(b) Number exercises	32	49.2	8
(c) Observation of nature	57	87.7	6
(d) Songs and music	64	98.5	1.5
(e) Poetry and stories	57	87.7	6
(f) Creative arts (e.g. painting)	57	87.7	6
(g) Physical exercises	59	90.8	3
(h) Play - (outdoor)	64	98.5	1.5
	448	86.2	-

It will be seen that the most popular activities were "songs and music", and "outdoor play" which were bracketed at first and second places. "Physical exercises" and language development received third and fourth ranks respectively. Activities (c), (e) and (f) were bracketed at the next three places - fifth, sixth and seventh. As could be expected, the least popular activity was "number exercises".

On the whole, the activities mentioned in the question as examples seem to have been well chosen. With the exception of "number exercises", all of them were very popular. Their mean "popularity score" was 86.2 percent - not bad at all.

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(c) For older children

In the case of older children, nine countries (Afghanistan, Bahrain, Dominica, Finland, Iraq, Ireland, New Zealand, Philippines, and Swaziland) did not tick any activity, so that responses of only 64 countries were available for analysis. Following the procedure used in (b) above, the result of the analysis is presented in the Table below:

Activity officially prescribed	Frequency	$\bar{x}$	Rank
(1)	(2)	(3)	(4)
(a) Language development	58	90.6	7
(b) Number exercises	55	85.9	8
(c) Observation of nature	60	93.8	4.5
(d) Songs and music	62	96.9	1.5
(e) Poetry and stories	59	92.2	6
(f) Creative arts (e.g. painting)	62	96.9	1.5
(g) Physical exercises	60	93.8	4.5
(h) Play - outdoor	61	95.3	3
	477	93.2	-

(d) Comparison between the activities for younger and older children

How do the results for the younger and the older children compare with respect to the popularity of the eight activities? The following observations on the two analyses may answer this question.

- 1) In both cases, "number exercises" score the lowest rank (8).
- 2) In both cases, "songs and music" score the highest rank (1).
- 3) "Outdoor play" and "physical exercises" seem to be emphasized more for the younger children than for the older ones.
- 4) In contrast, "creative arts" and "observation of nature" appear to be given preference for the older children rather than for the younger ones.
- 5) "Poetry and stories" retain the same position in both cases.

7.2 Analysis of "Other" category of activities

As already stated, the respondents were requested to add, if necessary, "other" officially prescribed activities to those listed in the question. Many of them (49) did so, yielding a long list of activities - some with rather cryptic descriptions, some vague and general, and others which could be labelled "quasi-activities". Some of them mentioned activities which would be closer to a statement

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of objectives of ECCE or simply academic subjects; two named the types of equipment used, while one mentioned a method of learning. A few examples of such responses are given below.

(a) Objectives of ECCE / academic subjects: (from 18 respondents)

Health and nutrition; supplementary nutrition; development of cognitive faculty; emotional, moral, religious, social, sexual education; hygiene and sanitation; sensorial development; sensorial exercises; science; technology; etc.

(b) Types of equipment: (mentioned by three respondents)

Television and audio-visual aids; film; manipulative toys.

(c) Method of learning: (mentioned by one respondent)

The discovery method.

(d) Vague, general, or not specific enough: (10 respondents)

Educational activities; free activities; practical activities; activities of practical life; social activities; national cultural events; cultural enrichment programmes; religious, moral or social experience; knowledge of society and inter-relations; creative thinking; etc.

(e) Activities which should have been reported under one of the categories mentioned in the question: (11 respondents)

Acting; drawing; games with a scenic puppet; modelling (dough or clay); paint; - (which all belong to the category "creative arts"). Indoor games; swimming; playing and dancing as means of physical exercise; cultural dances; - (which all belong to the category "physical exercise"). Play with water and sand; - (which belongs to the category "play")

The definitional problems notwithstanding, an analysis of "other" activities which were specific enough and genuinely "other" is presented below. Related or similar activities have been grouped under one heading. The age-group of the beneficiaries, whether younger children, older children or both, has been indicated.

Group A - Activities preparatory to primary school:

Preparation for reading, writing or mathematics, educational or didactic games etc. were mentioned as officially prescribed activities for ECCE by many respondents - the activities being aimed at preparing the children for primary school. The countries which reported these activities were: Chad, Congo, Cote d'Ivoire, Kuwait,

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Niger, Rwanda, Senegal, Sweden and Thailand. Chad, Niger and Thailand marked them for both younger and older children, while the remaining countries ticked them for the older children only.

Group B - Psychomotor activities:

Apart from physical exercises (activity (g) in the questionnaire), psychomotor activities were reported under various names, e.g. "indoor games" by Bahamas; "coordinacion motriz (global y selectiva)" by Bolivia; "activites motrices et physiques" by Poland; "activites perceptivo-motrices" by Senegal. All these activities were engaged in by younger as well as older children.

Group C - Work activities:

Productive work was also frequently cited under different names. Examples are: "ouvrage a la main" (Albania); "activites de production" (Burkina Faso); "work activities" (German Democratic Republic, Yugoslavia); "actividad laboral" (Nicaragua); "labour activities" (Ukrainian SSR). In Albania, Burkina Faso, Nicaragua and Ukrainian SSR, only the older children engaged in work activities, while in German Democratic Republic and Yugoslavia, both younger and older children engaged in them.

Group D - Visits:

This group of activities includes the following: sight-seeing trips for older children (Thailand); "sorties", "excursions" and "visits" for both groups of children (Tunisia, Zambia).

Group E - Miscellaneous:

This group of activities includes those which could not be classified under any of the above-mentioned groups. They are: "graphisme" reported by Cameroon, Chad, Cote d'Ivoire; and "actividades grupales" mentioned by Mexico. Grenada reported a novel kind - "activity corner" which contains such articles as sand, water, or follows themes such as dress-up, home, shop, block, book, where children can assemble and engage in any activity they fancy. All the activities under this group were meant for both younger and older children, with the exception of "graphisme" in Cote d'Ivoire which was ticked for the younger children only.

SECTION 8. EQUIPMENT AND BUILDINGS

8.1 Analysis of "standard" Types of Equipment commonly used in ECCE (Option 1)

The respondents were requested to indicate, by a tick, the types of equipment which was commonly used in their ECCE programmes. Because of the "standard" nature of equipment, the replies to this question have been analysed under Option 1, i.e. the reply of the Ministry of Education only has been taken into account whenever there were multiple replies from the same country.

Out of the 88 countries which returned completed questionnaires, 83 answered this question. The pattern of their responses is given below:

Type of equipment	Frequency	%	Rank
(a) Audio-visual	48	57.8	8
(b) Musical	70	84.3	5
(c) Natural objects	80	96.4	3
(d) Books	74	89.2	4
(e) Pictures	81	97.6	1.5
(f) Games	81	97.6	1.5
(g) Building kits	66	79.5	7
(h) Swings/slides	67	80.7	6

From the above table it is obvious that pictures and games are the most commonly used types of equipment - each object having been mentioned by 97.6% of the responding countries. Natural objects constitute a close third category of equipment. In more than 80% of the responding countries, books, musical equipment and swings/slides are also quite common. Slightly less common are building kits which were reported by 79.5% of the countries. Audio-visual equipment seems to be the least available type, either because of the cost involved or due to the lack of know-how for operating it.

8.2 Analysis of "Other" types of equipment (Option 2)

Of the 123 respondents, 37 mentioned "Other" items of equipment which were being used in their respective establishments. The number of such items was quite large as a result of slight differences in their names or purposes due to the variety of languages in

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which they were mentioned. For purposes of analysis, the reported items have been grouped into (ix) categories as shown on the following page:

Category No.	Items of equipment included
i) Playing materials:	Water, sand, sand box, used but reusable materials, (e.g. old tyres)
ii) Modelling & Art work materials:	Clay, dough, plasticene, manipulative materials, paints and paper, cutting and pasting equipment, cloth
iii) Toys (simple):	Toys, dolls, dolls' theatre and shadows, puppets
iv) Toys (intellectual):	Didactic games, jigsaws, traditional toys, lotto, patience games, puzzles
v) Playpark apparatus:	Climbing frames, see-saws and balancing beams, merry-go-rounds.
vi) Didactic materials:	-
vii) Tools for a variety of activities:	Simple tools, labour kits, gardening tools, small animal farm tools, tools for handicraft work
viii) Games/sports equipment:	Equipment for psychomotor activities, for physical training (both indoors and outdoors)
ix) Miscellaneous:	This category includes uncommon or unusual items often mentioned by a single country. Graphic and construction equipment being used by Czechoslovakia(2); Computers, equipment for socio-dramatic plays, equipment for creative expression in art - all mentioned by Israel only; role-play materials, e.g. grown-ups used bags, dresses and shoes reported by Thailand(8); T.V., V.C.R., Tape recorder and a steel garden mentioned by Yemen Arab Republic.

The statement below shows the number and the names of the respondents who were using the items included in each category, in that order:

- i) (9) Bolivia(3), Burkina Faso, Colombia, Dominica, Fiji, Ghana(1), Ireland(2), Peru, Zambia.
- ii) (7) Bolivia(1), Chad, Ireland(2), Portugal(1), Spain, St. Vincent, Tunisia.
- iii) (10) Cameroon, Colombia, Congo(1), Senegal, Syrian A.R., Thailand(8), Thailand(10), Ukrainian SSR, USSR, Yugoslavia(1).

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- iv) (7) Benin, Bolivia(1), Bolivia(3), Grenada, Honduras, San Marino, St. Vincent.
- v) (8) Colombia, Cyprus, Dominica, El Salvador, Ghana(1), Niger, U.A.E., Zimbabwe.
- vi) (5) Albania, Chad, Cyprus, Czechoslovakia(2), Ukrainian SSR.
- vii) (7) Albania, Burkina Faso, Colombia, Honduras, Peru, Spain, Ukrainian SSR.
- viii) (3) Czechoslovakia(2), Portugal(1), USSR.
- ix) (4) Czechoslovakia(2), Israel, Thailand(8), Yemen Arab Republic.

It will be seen from the above statement that the two largest number of respondents were using only simple toys and ordinary playing materials. The following comments are meant to illustrate the paucity of equipment in some of the developing countries. Benin reported no item of equipment except the "traditional" toys. Bolivia, Burkina Faso, Fiji, Ghana, Peru and Zambia have to be content with used and discarded materials such as old/used tyres to provide some means of activity in their ECCE institutions. Mozambique and Senegal depend on teacher-made toys because of lack of funds. In Suriname, "most institutions lack equipment".

8.3 Features of ECCE Buildings regulated by Legislation

The respondents were asked to indicate whether or not any legislation existed in their respective countries to regulate features of buildings to be used for ECCE. Of the 123 respondents, 12 did not answer the question, while 40 answered it in the negative, meaning that no legislation had so far been enacted in relation to buildings for Early Childhood Care and Education. These countries are listed below:-

- (i) No answer from: Angola, Bahamas, Bahrain(2), Bolivia(2), Cameroon(2), Egypt(3), El Salvador, F.R.Germany, Kuwait(3), Malawi, Malaysia and Thailand(6).
- (ii) Negative answer from: Austria, Belize, Bolivia(3), Cameroon(1), Cameroon(3), Chad, China, Dominica, Dominican Republic, Finland, Grenada, Guatemala, Honduras, India(1), India(2), India(3), Indonesia, Iraq, Ireland(1), Ireland(2), Laos, Malta, Mozambique, Nicaragua, Niger, Panama, Papua New Guinea, Philippines, Rwanda, San Marina, St. Kitts, St. Vincent, Suri-

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name(1), Suriname(2), Syrian Arab Rep(1), Syrian A. R.(2), Thailand(5), Thailand(9), Thailand(11), and U.A.E.

The remaining 71 respondents answered the question in the affirmative. In the event, they were expected to indicate the features of the ECCE buildings which were regulated by legislation as well as the nature of such legislation. They were also requested to supply a copy of the relevant legislation. These 71 respondents fall into three categories:

(i) Twenty respondents who did not supply the required information;

(ii) Sixteen respondents who merely provided reference to the legislative Acts, Ordinances or Regulations issued in this behalf. Some of them also provided copies of legislative texts, as requested. Since perusal and analysis of these texts falls outside the purview of the present contract, it is suggested that these texts (along with those to be collected from other respondents which did not send them) be entrusted to a school architect to prepare model norms and standards for ECCE buildings;

(iii) Thirty-five respondents who supplied the relevant information. It is this information that will be examined in the subsequent part of this sub-section in a manner which seems suited to the subject matter.

The thirty-five respondents which provided the relevant information about legislation on ECCE buildings included two respondents each from Jordan, Kuwait and Yugoslavia, besides seven from Thailand. Their multiple replies were consolidated into a single national reply. This process left 26 replies for analysis which is presented in the following paragraphs.

(1) Nine Member States mentioned the existence of legislation concerning ECCE buildings, as detailed below:

- i) Chile - Building construction norms have been prescribed.
- ii) Cyprus - Building construction norms have been prescribed. They should be spacious, sanitary, with good light and ventilation.
- iii) Denmark - Guidelines for construction of classrooms for pre-school classes.
- iv) Ecuador - Norms have been provided for the following: Number of children with respect to available physical space; space in-

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tended for administration, technical support staff and teachers; medical and psychological services.

v) Kuwait - Prescription of components of ECCE institutions.

vi) Romania - Prescription of norms for: hygiene and sanitation; play areas; multi-purpose rooms; rest and eating areas; medical facilities (first-aid room); showers and toilets.

vii) Swaziland - Prescription of components of a kindergarten or pre-primary school.

viii) Ukrainian SSR - Regulations and norms for the construction of departmental buildings have been framed.

ix) Yugoslavia - A general law on pre-school education, including standards and norms on pre-school education, has been enacted.

In order to highlight the differences which may exist between two Member States, the components of ECCE buildings as prescribed by Kuwait and Swaziland are listed below.

Kuwait: "classrooms, 3 beds, enough lavatories on every floor and in the playground (separate for each sex), store room (locker type) for keeping children's things, roomy and spacious restaurant, auditorium for drama, open-air playground with equipment, library, sound-proof music room with equipment, children's clinic and a poultry shed".

Swaziland: "2 classrooms, 1 store room, 1 toilet, 1 bathroom".

The provision of the prescribed components is a precondition for registration of the institution by the national authorities.

(2) Fifteen Member States supplied information on the questionnaire about the features which were regulated by legislative provisions, and also specified the prescribed norms/standards for at least some of those features. They were: Benin, Bulgaria, Cyprus, Fiji, Hungary, Jamaica, Jordan, Kuwait, Korea, Peru, Senegal, Trinidad and Tobago, Thailand, Yugoslavia and Zimbabwe. The features regulated are absolutely basic requirements.

(3) The following features were also mentioned by a few countries. It seems that they are not yet considered basic requirements, since normative standards were not provided:

- *Restaurant / cooking and/or dining facilities / kitchen* - Costa Rica, Peru, Romania, Sri Lanka. In Yugoslavia, there is a central kitchen

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from which food is dispatched to all pre-school institutions in the reporting region of the country.

- *Sanitation and hygiene facilities* - Costa Rica, Cyprus, Jamaica, Jordan, Romania, Senegal.

- *Rest areas* - Bolivia, Peru, Romania.

- *Noise control* - Jordan, Senegal.

- *Medical facilities* - Ecuador, Romania.

(4) *Miscellaneous*: this category provides examples of rarely mentioned features, i.e. by one country only. They are also out of the ordinary.

- Bolivia: Plot size.

- Fiji: Ample supply of floor mats for play activities as well as for snack time.

- Jamaica: Where possible, 3-year olds should have a separate room.

- Jordan: ECCE institutions should be on the ground floor only.

- Kuwait: Store room (locker type) for keeping children's things; a poultry shed; a sound-proof equipped music room.

- Norway: Total area per child is prescribed, depending on children's age and instructional hours per day.

- Senegal: Location of the establishment.

- Sweden: Special facilities for the handicapped.

- Trinidad: Seating not less than 18 inches apart.

- Yugoslavia (Kosovo): lighting and temperature norms; bed sizes; 1 table for each 4 to 6 children.

- Zimbabwe: Premises adequately and effectively closed with secure gates; grounds free from obstruction or other hazards; for ventilation, window area to be 10% of floor area.

General assessment of the information

Having examined the details concerning equipment and buildings, a general assessment of the information is presented below:

1. The information supplied by the 35 respondents varies from very precise to very vague.

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2. Replies coming from ECCE organisers in the same country vary considerably, at times contradicting one another.
3. Some respondents mentioned only the main features covered by legislation, while others also provided the norms and standards set by such legislation.
4. The norms and standards vary, as they should, from country to country, depending on the objectives of ECCE establishments and their location, age of the children to be catered for, climate of the country, the opening hours, etc.
5. Within the same country, norms and standards appear to be different between public and private institutions. The latter may sometimes maintain higher standards, but more often than not, they provide much less than what the regulations prescribe. The demand for ECCE services being much greater than the available facilities, parents would accept sub-standard facilities to be able to leave their children in somebody's care rather than alone at home while they go out to work.

Obviously, this type of information does not lend itself to statistical analysis. In the event, what has been done is to list the key features of ECCE buildings covered by legislation in each Member State which supplied the relevant information, and where available, indicate the prevailing norms and standards as well. This means that multiple replies from the same country have been consolidated into a single reply, of course disregarding the contradictions.

This Section should end with two comments. Firstly, despite the small number of Member States which were able to supply information concerning the features of ECCE buildings that were regulated by legislative provisions, there should be no doubt that in most of the Member States, ECCE organisers are required to follow buildings' regulations whether they be tacit or formally legislated. Secondly, there is reason to believe that some of the respondents mentioned the existing facilities (sometimes with actual measurements) rather than the features for which legislation had been enacted in their respective countries.

SECTION 9. FUNDING

9.1 Major Sources of Funding (Option 2)

The respondents were asked to indicate, with a tick, the donor(s) or source(s) which were providing funds or significant support in kind for their ECCE establishments. Twelve of the respondents did not answer the question (which could mean that they did not receive any kind of funding from any source). They were: Bahrain (2), Bolivia (1), Cameroon(2), Egypt (1), Egypt (2), Hungary, Kuwait (3), Malawi, Malaysia, Syrian A.R.(1), Thailand (5) and Thailand (6). In addition, the reply to this question of F.R.Germany was not available. Analysis of the replies from the remaining 110 respondents resulted in the frequency table given below:

Donor or Source	Frequency	%	Rank
a) Ministry (including governmental agencies)	89	80.9	1
b) Non-governmental organizations	38	34.5	5
c) Bilateral aid	16	14.5	8
d) International organizations	49	44.5	4
e) Foundations	32	29.1	6
f) Local community	54	49.1	3
g) Parents	87	79.1	2
h) Other	17	15.5	7

It will be seen that the highest number of ECCE organizers, 89 out of 110 respondents or 80.9% received funding and/or support in kind from government ministries and/or governmental agencies, though not exclusively, (of course not). As supporters of ECCE establishments, "Parents" were a close second to the government, their frequency count being 87 or 79.1 per cent. Local communities were mentioned by 54 respondents and stand third in the league table. About 44.5 per cent of the ECCE organizers were also benefiting from international agencies- mainly Unicef and the World Food Programme- which usually provide support in kind.

At the other end of the scale came bilateral aid and "Other" sources which provided assistance, in one form or another, respectively to 16 and 17 of the respondents. These two sources seem to be drying out, the former giving place (probably) to multilateral or

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international sources of aid. The days of philanthropy over, apparently.

Fifteen of the respondents mentioned "Other" sources from which they had received support. They are listed below along with the name(s) of the respondent(s):

- Church, (Bahamas);
- "Associations de soutien", (Belgium(1));
- ONDERWYS, (Belgium(2));
- Private individuals, (Benin), Cameroon(3), China;
- Philanthropic associations, (Cyprus);
- Cooperatives and enterprises, (Czechoslovakia (2)), EL Salvador, Romania;
- Pre-school associations/proprietors, (Ghana);
- "Comunidades autonomas", (Spain);
- Religious organizations, (St. Vincent);
- Private sector, (Thailand (10));
- Parents' employers, (Ukrainian SSR).

9.2 Types of In-kind Support (Option 2)

90 respondents out of a total of 110 reported that they had received in-kind support for ECCE establishments. The support took the form of "meals" in the case of 74 (82%) establishments; of "books" in the case of 70 (78%) establishments; of equipment in the case of 78 (87%) establishments; and of other support in the case of 44% of the establishments received this support in "Other". However, 20 of these 40 establishments did not specify the type of support. The remaining 20 which did specify the type of support are listed below according to the type of support received:

(1) Buildings (use of, materials for, or actual construction) and building maintenance in some cases: Burkina Faso, Congo, Cote d'Ivoire, Cyprus, Italy, Jamaica, Mauritius, Mexico, Morocco, Senegal, St. Kitts;

(2) Premises: Peru, Senegal;

(3) Teaching aids/teaching materials: Honduras, Mexico;

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(4) Staff training/upgrading: Burkina Faso, Costa Rica, Fiji, Jamaica, Portugal(1), St. Kitts;

(5) Miscellaneous: Burkina Faso mentioned "management"; free "manual work or labour" was provided in Cameroon; "material de estimulacion" was received in El Salvador; Jamaica benefitted from a supply of "utensils"; Poland received "toys"; and Senegal mentioned "prise en charge du personnel de service".

Finally 28 of the ECCE organizers received only "funding" and no support in-kind.

SECTION 10. TRANSITION TO PRIMARY EDUCATION

10.1 Methods of ensuring smooth Transition (Option 2)

The question asked was how the smooth transition from ECCE to primary education was ensured by the organisers of ECCE services. The question mentioned seven possible methods of doing that, to which the respondents could add "other". They were to check either "yes" or "no" for each method. If both alternatives were checked, the answer was treated as invalid and disregarded. The same treatment was applied to answers if the respondent checked neither "yes" nor "no" in respect of a method.

Since each ECCE organiser is presumed to be responsible for taking suitable steps to ensure smooth transition from ECCE to primary education- at least where provision for "older" children exists- the analysis of the replies to this question is based on Option (2), that is , multiple replies from a country are treated individually.

Twenty of the respondents did not answer the question at all. The remaining 103 respondents checked one or more methods of ensuring easy transition. A frequency count of the number of times each method was checked "yes" is given below:

Method	Frequency	%
a. Similar training for teachers provided at both levels.....	39	13.5
b. Primary school teachers spend time in ECCE institutions.....	34	11.8
c. ECCE pupils visit their future primary school.....	60	20.8
d. First year(s) of primary integrated into ECCE institutions.....	21	7.3
e. ECCE classes held in primary institutions.....	44	15.3
f. Special methods applied in early primary classes.....	54	18.8
g. Transfer decided according to presumed readiness through psychological tests and interviews.....	36	12.3
Total	288	100.0

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It is evident from the above table that all methods are being employed to a greater or lesser degree to ensure smooth transition from ECCE to primary education. The most common method was (c)- to have ECCE pupils visit their future primary school, and the least common method was (d)- to integrate first year(s) of primary education into ECCE institutions. The choice of methods seems to depend on the organizers of ECCE services.

10.2 Analysis of the Category "Other" Methods

Fifteen respondents suggested other methods of ensuring smooth transition from ECCE to primary education. They are mentioned below along with the names of the respondents concerned:

- i) Automatic transition: Congo(1), Ireland, Mozambique, Senegal;
- ii) On the basis of chronological age: Ecuador, Jordan, Kuwait, Malta, Syrian A.R.; iii) Transition/preparatory class between the two: Congo(2), Thailand(8);
- iv) Common programmes in the two: Israel, Ukrainian SSR;
- v) Increased cooperation between ECCE and primary school: Sweden;
- vi) Exchange of teachers at the two levels: Portugal(1).

Some respondents provided comments which are note-worthy:

Cyprus: For ECCE teachers training is specialized so far as methodology and general school management are concerned. But all foundation and theoretical courses are similar at both levels.

F. R. Germany: There are recommendations to ensure the transition. Difficulties occur since the responsibilities between pre-school and kindergarten are divided between the Ministry of Cultural Affairs and the Ministry of Youth Welfare.

Trinidad & Tobago: Teaching in ECCE establishments is an elective subject in Teacher Training Colleges.

SECTION 11. PUBLICITY FOR ECCE SERVICES

11.1 Member States considering Publicity for ECCE is necessary

The question asked was whether publicity was considered necessary in the respondent's country to encourage parents to use ECCE services. In analysing the responses to this question, the response of the Ministry of Education only has been taken into account whenever there were multiple replies from the same Member State, that is, Option 1 has been adopted.

Of the 85 Member States which answered this question, 58 (68.2%) thought that publicity was necessary while the remaining 27 (31.8%) did not think so. Three Member States (El Salvador, Malawi and Malaysia) did not answer the question.

11.2 Agencies which organize Publicity

Member States answering the question in the affirmative were asked to indicate the agencies which organized publicity in their respective countries. The question itself provided names of five agencies to which the respondent could add "others". The pattern of replies to this part of the question was as follows:

Name of the agency	Frequency	%	Rank order
a) Parents' organizations	28	15.9	4.5
b) Teachers' organizations	28	15.9	4.5
c) ECCE institutions	42	23.9	1
d) Local administration	39	22.2	2.5
e) Central administration	39	22.2	2.5

It is evident from the above table that none of the agencies mentioned in the question is predominant in organizing publicity for ECCE services, as they all received less than a quarter of the votes each. The "ECCE institutions" themselves received the highest number, with "Local and central administrations" close seconds. Since ECCE services are, by and large, in the private sector, the prevailing opinion seems to be that the owners/proprietors/operators of pre-school institutions should publicize their services. To the extent that the regulation of ECCE services is essentially a gov-

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ernment responsibility, "Local and central administrations" have come out the second most appropriate agencies for the purpose of publicity.

11.3 Analysis of "Other" Category of Agencies

The respondents were also invited to name agencies, other than those mentioned in the question, which organized publicity for ECCE services in their respective countries. Analysis of their replies is based on the number of respondents, rather than the number of Member States, i.e. the multiple replies from a country have been treated individually.

Nineteen organizers of ECCE named "other" publicity agencies in addition to some or all of the five mentioned in the question. They may be classified into the following groups (the number and names of the respondents are shown against each group):

- i) Mass media: 6 (Benin, Congo(2), Jordan, Mexico, Thailand(1), Zimbabwe);
- ii) Government or sub-government agencies: 6 (Bolivia(1), Colombia, Fiji, Jordan, Syrian A.R., Ukrainian SSR);
- iii) Private agencies: 5 (Burkina Faso, Mauritius, Peru, Qatar, Zambia);
- iv) Community: 2 (Bolivia(2), Nicaragua);
- v) International agencies: 1 (Bolivia(2)).

11.4 Analysis of why ECCE Organizers consider Publicity not to be necessary

Thirty-eight of the respondents indicated that they did not consider publicity necessary to encourage parents to use ECCE services, and gave their reasons why. These reasons, which cover rather a broad spectrum, may be classified into the following four groups:

- i) Parents are already aware of the importance of pre-school education: this reason, in various forms, was given by 14 respondents.
- ii) Sufficient information about ECCE services already exists. This reason was given by eleven respondents.
- iii) Even without publicity, the demand for ECCE services exceeds by far the available facilities and places: eight respondents gave this reason.

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iii) Even without publicity, the demand for ECCE services exceeds by far the available facilities and places: eight respondents gave this reason.

iv) The availability of child-care establishments is taken for granted: six respondents gave this reason.

SECTION 12. NATIONAL POLICY AND LEGISLATION

Respondents were asked whether there was a national policy on the provision of ECCE, and by which body the policy is set (or coordinated). Eight Member States did not answer the question and nine others indicated that there was no national policy. Three named the government as the policy-setting body. The majority of respondents named government ministries, the most popular being the Ministry of Education (47 Member States). Of these 47 Member States, 32 named the Ministry of Education alone, whereas the remaining 15 named other Ministries - some did so in conjunction with the Ministry of Education or with other bodies. The other ministries cited were: Culture, Religion, Health, Social Affairs, Social Security, Social Welfare, Justice, Youth and Sports, as well as the Head of State's Office.

Various national coordinating bodies were cited, such as: Boards, "Juntas", Committees, High Commissions, Associations, Unions and Foundations. China mentioned its State Commission on Education. Ecuador mentioned its National Development Council. The Ukrainian SSR mentioned "parents" and the German D.R. "local councils". Unicef was cited by the Congo, and OMEP by El Salvador. Finally, some Member States named bodies with rather cryptic acronyms, such as: "Le MEMB" (Benin); "SECPLAN" (Honduras); and "INSSBI" (Nicaragua).

The natural corollary to having a national policy is the promulgation of legislation (in the form of laws, acts, decrees, etc.), together with their corresponding regulations, directives or guidelines, to ensure the implementation of the policy, and the setting of targets to quantify and qualify the policy aims. The respondents were asked to provide copies of relevant legislative texts and to describe their national or regional targets with respect to the extension of ECCE. The twenty-one respondents who submitted copies of their existing relevant legislation or regulations (almost always in the national language) were: Belgium; Bolivia(1); Burkina Faso; Chile(1); Colombia; Czechoslovakia(1); Ecuador; Italy; Jamaica; New Zealand; Nicaragua; Norway; Philippines; Portugal(1); Qatar; Senegal; Spain; Trinidad and Tobago; Tunisia; USSR; Yemen A.R.

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The existing national targets with respect to the extension of ECCE, as reported by the respondents, varied considerably in type and precision. Some so-called "targets" should more properly be labelled "general objectives". To illustrate some of the more interesting and precise targets, a few examples are given below:

(a) Concerning enrolment:

Bulgaria planned to enrol 81,282 children by a certain (unspecified) year; Burkina Faso planned to enrol 8000 disadvantaged children between 1986 and 1990; the German D.R. aimed to provide creche services for 78% of babies by 1990; Sweden's target was to offer child care services to all children by 1991.

(b) Concerning ECCE staff

Norway planned to have approximately 40,000 additional trained teachers by the year 2000; Senegal foresaw the polyvalent training of pre-school teachers; Spain aimed at regularizing the training and qualifications of teachers; Trinidad and Tobago was planning to recruit an additional 200 teachers for a special expansion programme.

(c) Concerning ECCE institutions

Bulgaria planned to have 6,746 ECCE institutions. Ecuador would widen the coverage of pre-primary education. Guatemala intended to create self-managed centres for pre-school care. India planned to increase the number of creche centres from 10,210 to 30,000 by 1995. It has also been suggested that the ICDS scheme should cover the entire country by 1994-95, through a phased expansion. At present, the scheme covers only one-third of the country. Indonesia planned to build 70,000 new kindergartens so that every village will have a kindergarten during the Fifth Plan. Jordan planned to establish a system of accreditation for the licensing of ECCE institutions. Mexico aimed to establish a programme for the preventative maintenance of buildings. Trinidad and Tobago planned to establish 100 new institutions.

(d) Concerning finance

Norway planned that 40% of operating expenses would come from the State, 30% from the local community and 30% from the parents; Sri Lanka planned to spend Rs.2,500,000 in its annual grant for day care centres; Zimbabwe's target was to provide Z\$ 5 million annually for ECCE.

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(e) Concerning disadvantaged population groups

Chile(2), Portugal(2), Suriname(2) and Thailand(1) aimed to help the poor or those living in rural areas; Poland and Sweden targeted young mothers/single parents, the handicapped/those with special needs; Sweden also singled out immigrant children in its targets.

(f) Concerning non-educational welfare provision:

St. Kitts planned welfare provision for the disadvantaged; in Malta milk will be supplied free and psychological services will be provided.

SECTION 13. RADIO AND TELEVISION

Of the 123 respondents, 93 reported on the use of radio and television to support ECCE. Ten of the 93 (i.e. 10.8%) indicated that these media were not used, or negligibly used, for ECCE, and 83 respondents (89.2%) reported that they were.

It is clear from the replies that many respondents did not report fully on the extent of such programmes. For example, although New Zealand reported only one hour of transmission per week on television, a study of the weekly broadcast schedule of programmes in that country revealed 6 radio programmes and 57 television programmes a week that concern young children. Certainly, many of such broadcasts might be cartoons, and of questionable relevance to ECCE. One respondent (Peru) seemed to consider such fare as "Batman" and "Superman" too frivolous to be worthy of reporting.

The questionnaire asked whether the programmes for children were educational or entertainment, or whether they were directed at parents or teachers. It should be noted that there may be definitional problems in distinguishing between educational and entertainment programmes for children. Indeed the best educational programmes should also be entertaining.

The summary table below provides a frequency count of the number of replies, and indicates the purpose and target for which radio and television were used. It has been derived, essentially, from Table 8 (on pages 91-3 below) which shows the replies of the 83 respondents who reported positively.

Category	No.	%
i) Total respondents	123	100.0
ii) Question not answered	30	24.4
iii) Nil use of radio/television	10	7.7
iv) Radio/television used for ECCE	83	68.3
v) Total replying to questions iii + iv	93	100.0

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	No.	%
Radio used for:		
a) Educational prgs for young children	38	40.9
b) Entertainment prgs for young children	43	46.2
c) Programmes for parents of young children	43	46.2
d) Counselling/information for teachers	23	24.7
Television used for:		
a) Educational prgs for young children	54	58.1
b) Entertainment prgs for young children	58	62.4
c) Programmes for parents of young children	35	37.6
d) Counselling/information for teachers	20	21.5

From the summary table above, one can see that for the programmes directed at children (categories a and b) television is used to a considerably greater extent than is radio. Among those answering the question on the use of radio and television for educational programmes (category a), 58.1% use television while only 40.9% use radio. The corresponding figures for entertainment programmes (category b) were 62.4% versus 46.2 per cent.

With respect to the programmes in categories c) and d), which are directed at parents and teachers, the situation is reversed: the figures are higher for radio programmes than for television.

Finally, entertainment programmes for children are the most frequently cited for both media, and counselling/information programmes for teachers the least for both media.

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Table 8. The Use of Radio and TV to support ECCE. (*)
.....

Respondent	R A D I O				T. V.			
	Educ.	Ent.	Par- ents	Teach- ers	Educ.	Ent.	Par- ents	Teach- ers
Afghanistan		x						
Albania		x	x	x		x	x	
Angola	x	x	x	x	x	x	x	x
Austria	x	x	x		x	x	x	
Bahamas								
Bahrain(1)			x	x				
Bahrain(2)			x				x	
Belgium								
Belize	x		x					
Benin			x	x		x		
Bolivia(1)	x	x	x	x	x	x	x	
Bolivia(2)								
Bolivia(3)								
Bulgaria		x				x		x
Burkina Faso			x	x	x	x		
Cameroon								
Chad				x			x	
Chile(1)								
Chile(2)								
China	x				x	x		x
Colombia								
Congo(1)				x				
Congo(2)	x	x	x		x		x	
Costa Rica								
Cote d'Ivoire		x				x		
Cyprus		x				x		
Czech.(1)	x	x	x	x	x	x	x	x
Czech.(2)	x	x			x	x		
Denmark	x	x			x	x		
Dominica								
Domin. Rep.				x		x		
Ecuador	x	x			x			
Egypt(1)								
Egypt(2)			x		x			x
Egypt(3)								
El Salvador								
Fiji	x	x	x					
Finland								
F. R. Germany								
German D.R.	x	x			x	x	x	
Ghana(1)	x							
Ghana(2)	x							
Grenada								
Guatemala		x	x			x	x	
Honduras			x	x				
Hungary	x	x				x	x	
India(3)			x					

(*) See summary table, page 77, for a description of the categories.

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Table 8. The Use of Radio and TV to support ECCD. (*)
.....

Respondent -----	R A D I O				T. V.			
	Educ.	Ent.	Par- ents	Teach- ers	Educ.	Ent.	Par- ents	Teach- ers
Indonesia	x	x	x	x	x	x	x	x
Iran	x	x	x		x	x		
Iraq					x	x	x	x
Ireland(1)								
Ireland(2)								
Israel	x	x	x	x	x	x	x	x
Italy	x		x			x		x
Jamaica	x	x	x		x	x		
Jordan(1)		x			x	x	x	
Jordan(2)	x	x	x		x	x	x	x
Korea (Rep.of)	x	x	x	x	x	x	x	x
Kuwait(1)					x	x	x	x
Kuwait(2)								
Kuwait(3)								
Laos	x			x	x		x	x
Malawi								
Malta						x		
Mauritius			x					
Mexico						x		
Mozambique	x		x			x		
New Zealand					x			
Nicaragua			x			x	x	
Niger		x	x	x	x	x	x	
Norway								
Panama	x	x	x		x	x	x	
Papua N. Guinea								
Peru								
Philippines					x	x		
Poland	x	x	x	x	x	x	x	x
Portugal(1)			x		x	x	x	
Portugal(2)								
Qatar			x		x	x	x	
Romania	x	x	x		x	x	x	
Rwanda			x	x				
San Marino								
Senegal	x	x			x	x		
Spain								
Sri Lanka								
St. Kitts								
St. Vincent						x		
Suriname(1)		x				x		
Suriname(2)		x				x		
Swasiland								
Sweden	x	x	x	x	x	x	x	x
Syrian A. R.					x			
Thailand(01)								
Thailand(02)								

(*) See summary table, page 77, for a description of the categories.

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Table 8. The Use of Radio and TV to support ECCE. (*)

Respondent	R	A	D	I	O	T. V.			
	Educ.	Ent.	Par- ents	Teach- ers		Educ.	Ent.	Par- ents	Teach- ers
Thailand(03)	x	x	x			x	x	x	
Thailand(04)									
Thailand(05)		x				x			
Thailand(06)									
Thailand(07)						x	x	x	x
Thailand(08)			x			x	x		
Thailand(09)									
Thailand(10)							x	x	
Thailand(11)									
Trinidad & Tob									
Tunisia	x	x	x			x	x		
USSR						x	x	x	
Ukrainian SSR.	x	x	x	x		x	x		
U. A. Emirates						x	x		
Yemen A.R.						x	x	x	x
Yugoslavia(1)			x	x		x	x	x	x
Yugoslavia(2)	x	x		x		x			
Yugoslavia(3)	x	x	x			x	x	x	
Yugoslavia(4)	x	x				x	x		
Yugoslavia(5)	x	x	x	x		x	x	x	x
Zambia		x				x			
Zimbabwe	x	x	x	x		x	x	x	x

(*) See summary table, page 77, for a description of the categories.

SECTION 14. PARENTS AND COMMUNITY PARTICIPATION IN EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

It is widely known and accepted that parents are the first educators of their children and, as members of their community, tend to play a very important role in the promotion and development of Early Childhood Care and Education (ECCE). Thus it is important to find out the extent and variety of their contributions to ECCE.

Respondents were asked to report whether parents or the local community were actively involved in starting, assisting, running or developing ECCE. Of the total 123 respondents, 12 did not answer this question (Bahrain(2), Belgium(2), Cameroon(2), Egypt(3), Hungary, Iraq, Kuwait(2), Malaysia, Syrian A.R., Thailand(5), Tunisia, Yemen A.R.), and nine others stated that neither were actively involved (India(1), Iran, Jordan(1), Malta, Qatar, Suriname(1), Thailand(6), (7), (11)).

The remaining 102 respondents provided positive replies ranging from a simple 'yes' to more extensive comments and descriptions of the nature and extent of parental and local community involvement with ECCE, whether formal or non-formal. Several respondents supplied notes or appendices to the questionnaire in order to amplify upon their reply to this question, (e.g. Colombia, Czechoslovakia(2), Denmark, New Zealand, Panama, Yugoslavia (4), (5)). Though the descriptions do not lend themselves to statistical analysis, the following analysis will be of use to researchers in the field.

The responses from the Member States indicated that there are indeed many varied types of parent and community participation provided in both non-formal and formal ways. Their replies can be summarized under the following main themes:

Most common types of collaboration,

Parent education,

Other types of collaboration.

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MOST COMMON TYPES OF COLLABORATION

The most common types of collaboration are:

Managing/administration of schools/centres (Benin, Bolivia, Fiji, Côte d'Ivoire, Laos, Mauritius, Rwanda, San Marino, Sweden, Thailand and Yugoslavia)

Parent committees/councils (Cameroon, Malawi, Nicaragua, Peru, Senegal, Syria, Ukrainian SSR, United Arab Emirates and the USSR)

Helping to build or put up centres (Congo, Dominica, Ghana, Grenada, Laos, Mauritius, Trinidad and Tobago and Zambia)

Making toys, equipment and other materials (Albania, Belize, Benin, Fiji, Thailand and Trinidad and Tobago)

Starting/assisting/developing ECCE programmes (Cameroon, Spain, Suriname, Sweden, Thailand and Yugoslavia)

Raising funds (Belize, Dominica, Fiji, Mauritius and Papua and New Guinea)

Collaborating with teachers and other ECCE personnel (Benin, Congo and Czechoslovakia)

Furnishing of centres (Ghana and Thailand)

Assisting in providing or arranging transportation and in the supervision of field trips (Belize and Ghana)

Financial support (Cameroon, Cyprus and Zambia).

It may be assumed that in some developing countries without the initiatives of parents and communities, centres for their children would probably not be established. However parents obviously felt a need which stimulated them to help themselves and their children. Is it because they know that ECCE can help their children in their development? Is it because ECCE will prepare them for a better transition to the formal level of education and contribute to their chances of success at that level? Is it because the parents especially the mothers are working outside the home and cannot find other solutions for the care and education of their children during their absence from home? Since the questionnaire did not pinpoint such questions the replies gave no such indications. How-

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ever from other sources indications are that the above-mentioned reasons are widespread (though not necessarily the only ones).

A further look at the replies indicates that parents/communities contribute to ECCE more in the developing countries than in the developed countries which replied. This may indicate that governments' provisions are limited or do not exist, that both financial and professional resources are either not available or are limited. Thus the parents/communities must find innovative ways and means of providing ECCE services.

PARENT EDUCATION

A noted feature in the replies is the increasing attempts which have been made to help to prepare parents for their role as the first educator of their children. Thus the replies given show that parent education is provided in different ways as the following examples illustrate.

Each kindergarten in the Republic of Korea has its own programme for parents (but there is no national parent organization). In Mexico orientation programmes are given to parents with the goal of helping them to provide a stimulating home environment for their children. Selected parents in Suriname are offered in-service training for home-based programmes, while in Bahrain parents participate in the Nursery Schools' in-service training course. Officially, in Chile training programmes in centres for parents are an ongoing permanent feature. Focus is given in Guatemala to practical training of parents in stimulating their children in the home environment in addition to training given by Schools for Parents. In Fiji another form of parent education is through parents observation of their children at their various activities. In Nicaragua talks are given to parents and in addition national and regional meetings for parents are also organized.

Parent education is indeed recognized as an excellent strategy to use e.g. in helping: to reinforce parents' confidence, to increase their knowledge of child development as well as to improve their child rearing practices. Furthermore it can also help to facilitate collaboration between parents and those who are providing ECCE services in the various settings. It provides a means of avoiding misunderstanding/conflicts between parents and other ECCE personnel e.g. about the objectives of ECCE, the importance and value of play in a child's life, among others. Thus the ECCE ser-

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vices can enhance and complement the home environment instead of substituting for the home.

OTHER TYPES OF COLLABORATION

Some other types of initiatives indicate that parents are more involved with the younger children i.e. at age 3 or less, but after age 3 ECCE is carried out according to national policy together with the local authority (Israel); prepare meals (Panama); supply food stuff to supplement small fees charged (Ghana); participate in rural areas by feeding children, entertaining visitors to the centres and talking to other parents about child development and activities (Thailand). Besides parents, private organizations, political parties and some local community organizations e.g. housewife groups actively help in day care centres in rural areas in particular those in the low-income group (Thailand). Parents in (Ireland) highlight yet another way of helping their children - by setting up Community Play Groups; these are run by a Committee of Parents who employ a playleader/supervisor.

The above analysis has tried to highlight the variety of types and the extent of parents/community participation in ECCE services. It should be understood that some respondents may not have made any distinction between parents and community in the replies as parents are also members of a community. It shows that there is no lack of ideas among parents or communities in making contributions which are needed in a particular context. Parents and communities are indeed powerful and valuable resources, which should never be overlooked or underestimated. They should be helped, encouraged, motivated, guided when necessary and their opinions should be sought, listened to and be given every consideration. Parents and communities should be respected as essential partners by all those who are active in meeting the needs and rights of children, families, communities and the society at large.

SECTION 15. ADDITIONAL COMMENTS ON THE PROVISION OF ECCE

Seventy-six respondents provided additional comments on what they considered to be innovative, interesting, or otherwise unusual aspects of the provision of ECCE in their country with which they were personally familiar. The respondents were: Albania, Angola, Belgium(1), Belize, Bolivia(1)(2)(3), Bulgaria, Burkina Faso, Cameroon(1), Chad, Chile(1)(2), Colombia, Congo(1)(2), Costa Rica, Côte d'Ivoire, Czechoslovakia(2), Denmark, Dominica, Dominican Republic, Ecuador, Egypt(2), El Salvador, Fiji, Finland, Germany (FR), Ghana(1), Grenada, Guatemala, Honduras, India(3), Indonesia, Iran, Ireland(1), Israel, Italy, Jamaica, Korean Republic, Kuwait(1), Laos, Malawi, Mauritius, Mexico, Mozambique, New Zealand, Nicaragua, Panama, Papua New Guinea, Peru, Portugal(1)(2), Romania, Rwanda, San Marino, Senegal, Spain, St Kitts, St Vincent, Suriname(2), Swaziland, Sweden, Thailand(1)(2)(3)(8)(10), Tunisia, Ukrainian SSR, Yemen A.R., Yugoslavia(1)(2)(3)(4), Zimbabwe.

Though the material provided does not lend itself to statistical analysis, it is useful to note that what some countries considered as 'innovative' or 'interesting' or 'unusual' in their particular context may be considered merely routine or 'normal' in other contexts. Thus the examples given under the various groupings have been selected with the maximum of objectivity possible. A variety of interesting examples was provided, but again since it is not possible to include all, a selection had to be made.

There is a wide range and variety of approaches towards the achievement of certain objectives in the area of ECCE relevant to e.g. training of personnel, parent education, enrichment programmes, policy, handicapped children. The following selected examples are illustrative of not only the variety of activities but also where possible of the modalities applied. It will be noted that there is more focus on training of personnel and on parent education i.e. that most important resource - the human resource.

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TYPES OF TRAINING OF ECCE PERSONNEL

More respondents described 'training of personnel' - more than any other factors as an innovative/interesting aspect in the provision of ECCE in their countries. This underlines the recognition of training as a very important contribution towards the qualitative improvement of ECCE.

The examples cited hereunder illustrate the variety of existing approaches used towards achieving the same objectives. They varied from refresher training of personnel in the private sector in Burkina Faso; special preparatory courses of ECCE personnel in the Cameroon; in-service training of teachers in Swaziland during two weeks of their holidays; Nicaragua based on its regional experiences in educating the public - through written material, radio programme and by training community leaders - is now trying to develop mass education for the population.

Training of personnel in Dominica is now done through the development of Modules based on local experiences and situations, e.g. national celebrations, fishing and farming, while in Grenada selected pre-school teachers attend training sessions 9 hours per week for 1 year but regular workshops are held for all pre-school teachers (refresher courses).

In Zimbabwe, besides a Government Centre where ECCE teachers are trained, there are also Teacher-Trainers who work in pairs per district. The duration of in-service training is 2 years. Italy offers training courses based on different methods e.g. Montessori, Froebel, etc.

It is of particular interest to note that in Fiji there is no pre-service training available on a permanent basis. However one-week courses are organized, followed by monthly attachments in selected centres. These in-service refresher courses/workshops are conducted either in the afternoons/weekends or during school holidays. Focus is on practical training because of the educational level of these teachers.

An innovation concerning the training of personnel in Tunisia centres attention on the recruitment of trainees who have to meet certain specific criteria before becoming trainees.

THE CONTRIBUTION OF PARENTS

The replies analysed point to importance of the contribution of parents in the development of ECCE. Their support harmonizes and complements other actions in favour of young children, and in the developing countries, particularly in rural areas, it is substantive and prevalent. Without parents some countries would perhaps not have had any provisions for young children, especially for the disadvantaged ones.

Another fact which came to light is that some countries are indeed not only providing for children but also for parents. This is done by educating parents to understand better how their children grow, develop and learn, and thus improve their parenting skills so as to be better able to help their children. However as the following examples show - there are many ways of achieving the same objective:

The 'Open Pre-School' in Sweden offers guidance to parents while the children play at the pre-school. The children may not be left there as it is an advisory center for parents of children not enrolled in other municipal centres. If needed bilingual staff will be present to guide immigrant parents. 'Open Pre-School' is staffed with a teacher and an assistant. It receives state allowance and cost coverage from the municipality. The service is free of charge.

The recent innovative approach in Malawi is done through community based childcare groups organized in a village setting. Mothers are trained in basic childcare and pre-school activities, training is done 'on the spot' with the participation of existing extension staff.

In Costa Rica the department of Pre-school education helps young children in rural and marginal - urban areas through non-formal programmes, with the participation of the family and communities. Attention is also given to other disadvantaged children but through training of family and community in general. Focus is placed on how to use low cost materials in contributing to the improvement of the conditions of disadvantaged children and their family.

In Guatemala training and orientation of parents are carried out via e.g.: a school for parents, development of leaflets by the personnel of 'guarderias' especially on early stimulation, development of model classes to the benefit of the adults. Belize reports that in

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five communities mothers head stimulation programmes for children 0-5 years old. A teacher supervises the programme when the mothers meet twice per week for two hours. This is a programme where both parent and child work together at suitable activities. Parents learn how to stimulate the child and at the same time learn of behavioural patterns of children. Each Centre is developing and evolving in a different way: e.g. one has become almost an evening 'Pre-School Centre', another deals with mostly children under three, yet a third continues to have full parent participation. All the meetings are considered 'social events' in the community. The supervising teachers and mothers in charge are paid a small subsistence and a small subvention is given for snack and purchasing of equipment. The group leaders meet monthly to discuss. Plans are made to accommodate the needs of the individual community and full use is made of local scraps.

In Suriname, mothers living in a pilot area are trained to develop 'early childhood care and development' (ECCD) programmes. Before that, research is carried out to identify problem areas regarding ECCE, needs and adjusted ways to inform mothers. A different strategy is used by Thailand. As a means of stimulating local organizations such as Village Women Development Committee and Women Groups to teach parents on how to stimulate their 0-6 year-old children, use is made of the 'Family Mobile Child Development' programme. Chili reports that there is a programme 'Know Your Child' addressed to mothers of children under 7 years-old living in rural areas and who do not go to any centres. The aim is to help mothers in their important role of facilitating their children's development. Mothers also learn how to improve the life of the family.

The above selected examples used different strategies to teach parents including e.g. informal group meetings, practical activities, 'on the spot' training, schools for parents, mobile programmes to reach rural areas; collaboration with others, and different scheduling of training activities. Thus flexibility seems to be the key to making parent education possible.

THE ROLE OF THE EXTENDED FAMILY

Portugal identified a particularly interesting experience i.e. the extended family as making a valuable and important contribution in providing ECCE services. In fact, child care is often divided between parents and grandparents. Grandmothers play a fundamental role in taking care of children, up to age 3, in particular. In

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certain suburban areas, it is quite frequent for grandchildren to be totally cared for by grandparents with visits from the parents during the week-ends. Also in the rural areas where the flow of emigration is strong, children still live under the responsibility of grandparents and other family members.

On the other hand, the housing scarcity, especially in the urban centers, has led to the fact that, in the last few years, generations of the same family live together (many young couples are forced to live with their parents) and the children are looked after by the grandparents.

Generally, these arrangements work out well for both sides involved since the children feel emotionally secure and benefit from the experience of the elders and the grandparents feel they are being useful to the family and to the community.

ENRICHMENT PROGRAMMES

Albania aims to enrich the national childrens' literature and also to renew and enrich even more the educational programmes for children - in particular their oral expression. Towards this end the Ministry of Education in collaboration with the Union of Writers and Artists will organize a national competition on literature and art for young children. The resulting publications will thus contribute to their aim.

Israel has enrichment programmes in the area of culture (art, music, etc.) as well as in science and technology. The 'Games and Toys Outreach Programme' in Thailand visits children in rural areas three hours once per month.

It may be seen from the above examples that the activities were made possible by following a process, such as, identification of a need or formulation of aim and means of achievement through collaboration, organization, mobilization or innovation. The modalities had to be appropriate to the achievement of the aim.

HANDICAPPED CHILDREN

The Federal Republic of Germany as well as Norway are two examples of countries which have integrated handicapped children in the regular ECCE programmes. Many countries have yet to consider this step which may be hindered by a lack of trained personnel, facilities and perhaps the lack of acceptance of this action by governments, parents.

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GIFTED CHILDREN

In Thailand there is an 'informal organization' which deals with gifted children (no details given).

DENTAL HEALTH CARE

In Yugoslavia, after detailed discussions on the inclusion of health and physical education in day care pre-school programmes, the Board of Education and the Community for Health Care proposed the introduction of dental health care in the Day Care programme. Both organizations invited all the pre-school organizations to collaborate. The number of pre-school organizations that took an active part in the project was unexpectedly high. It was finally decided to include a dental health care programme into the centres. This 'brought new quality into the educational work'.

SOCIAL LEARNING AND MIXED AGE-GROUPS

There have been many projects in the Federal Republic of Germany which were child-oriented and focused on situations of importance in the child's life. Social learning and mixed age-groups form the core of this concept. The present task of ECCE is focusing on the dramatically changed needs of families. Opening hours are now flexible and longer in order to include other family-oriented services.

EXPANDING ROLE OF DAY-CARE CENTRES

In recent years in Denmark a further development of the structure and objective role of the day-care centres has already taken place in various areas. These include new working methods, such as:

Involvement of children in the working processes in the day-care centre and its surroundings, in establishing activities for children in the local society, and with parents in the planning of the day-care centre; in the decision-making processes, taking their age into consideration.

Involvement of various kinds of artists.

New organization of day-care centres - including establishment of nature and forest kindergartens which permit children to spend all the time in the open air.

Opening of the day-care centres to the surrounding local community, e.g. to children and other residents of the local society for

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various events or keeping the day-care centre open during the week-ends to be used for workshops, etc.

Opening a day-care centre - or part of it - for other children of the area, participation in arrangements within ordinary opening hours, common playground, etc.

Co-operation of the day-care centre with sports organizations and other voluntary children's and youth organizations, associations, schools, etc. in order to create better continuity in the children's days and to achieve a better joint utilization of resources.

Involving persons from the local community in the day-care centre (retired workmen telling about their trade and craft and passing it on to the others, elderly people telling about their childhood, etc.).

Increasing the co-operation between day-care centres and institutions, day-care in private homes, day nurseries, leisure-time care facilities at schools, etc.

Using day-care centres for children with special needs (handicapped children and immigrant/refugee children) or as a social preventive contribution on behalf of at-risk families and children

Interdisciplinary co-operation with the social and health services, the school and culture sector and other advisory groups with an increased joint effort in a local group with special needs as the aim, and e.g. better guidance to young parents.

The above-mentioned innovative activities of day-care centres in Denmark play an important role in strengthening local initiatives, promoting re-adjustment processes, increasing preventive efforts on behalf of families, supporting local communities, opposing split-ups into age groups.

EXPERIMENTAL PROGRAMMES

Under this section two countries cited experimental programmes in their replies. In Spain experimentation concerns e.g. the proposal of regulations for the age group 0-6 years which will be discussed in parliament and new designs of a basic curriculum including pedagogical orientations for the same age group.

While in the Ukrainian SSR experimental activities include development of training programmes and the improvement of training methods. Training of staff is carried out at pedagogical colleges and higher institutes. Experimentation also includes the working of psychologists at the boarding schools where orphans live.

Early Childhood Care and Education

POLICY

The Republic of Korea cited a 'Policy' as being an unusual contribution to the qualitative development of ECCE. Details given include the following information.

A new 'Community-Based Public Kindergarten Policy (CBPK)' started in the Republic of Korea in March 1988. Its main purpose is to promote the quality of public kindergartens, which is stated to be much lower than that of the private ones. Seventy-two public kindergartens out of 4,610 were selected and each one has a committee made up of a professor who specializes in ECCE, 2/3 head-teachers from private kindergartens and the staff of the selected kindergartens. The Republic of Korea reported that the policy was a 'great success' in improving the quality of public kindergarten.

OTHER INNOVATIVE/UNUSUAL/INTERESTING PROVISIONS OF ECCE

Under this heading different activities are highlighted:

In Zimbabwe, in order to advocate the importance of ECCE, a film (now being finalized) will be shown throughout the nation. The Government gives grants to communities to either upgrade or build adequate ECCE Centres using a standardized building plan, and also encourages non-governmental agencies to build adequate centres which are safe and conducive to learning. Nutrition Gardens are being promoted. Zimbabwe was the only Member State to have reported in its reply that the term 'Early Childhood Care and Education' was adopted in that country in compliance with the Unesco/Unicef recommendation.

Dominica considers as innovative its use of the ideas given by parents and the wider community for the yearly celebration of 'Child Month'. While in Grenada, during Child Month (October) parents and members of the community are sensitized as to the needs and rights of the child, and on acceptable child care practices.

Some unusual characteristics of the provision for ECCE in Ireland were listed as follows:

Children of 4 years attend primary schools and are taught by fully trained primary teachers with a university degree, who have the same conditions in terms of salary and other entitlement as teachers of other age groups. In addition, an official curriculum is

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provided which is an integral part of the primary school curriculum.

Israel too has a variety of innovative programmes including: programmes for the development of cognitive skills and programmes for infants and toddlers (with their parents).

Again, many pre-schools in Papua New Guinea are now running full day programmes or a combination of full day and sessional programmes.

The information highlighted in this section reinforces Unesco's continuing role of promoting a diversity of approaches to the development of ECCE in keeping with the needs, the socio-economic and cultural context of each country. Furthermore, the experiences cited show that resources - especially human resources - do exist and are being tapped in imaginative ways. Finally, it is encouraging to note that provision of integrated services for young children is becoming more frequent. Countries which have not yet made such provision can now benefit from the experiences of other countries.

Annex 1: Executive Summary

In 1974 Unesco carried out a world survey of pre-school education. Its major focus was on formal education. The results were published in a 1976 report. A new survey was begun in 1988. However, in this survey it was felt desirable to expand the scope so as to include all types of programmes, formal and non-formal, of early childhood care and education (not just formal pre-school education).

The questionnaire

A special questionnaire was prepared and sent to UNESCO Member States in 1988. Some 123 replies from 88 countries have been analysed. Member States had been invited to submit more than one reply, because the questionnaire was to be completed by each independent organization which provided ECCE services. Nevertheless in most cases only one reply was received. The table below summarizes the origin of the replies.

Region	Africa	Asia/ Pacif	Arab States	Europe/Latin Amer/ N. Am. Caribbean	Total	
No. Replies	21	25	18	34	25	123
Countries	17	13	11	26	21	88
M. States	45	29	18	37	35	164
Response rate	38%	45%	61%	70%	60%	54%

The percentage of countries replying varies considerably by region. In addition the paucity of replies from Africa and the Asia/Pacific regions will limit the extent to which the present analysis reflects the availability of services in those regions. Moreover, some of the world's rather large countries have not yet replied - in particular Brazil, Japan, Pakistan, Bangladesh and Nigeria - countries which all have populations exceeding 100 million.

Early Childhood Care and Education

Respondents

The majority of respondents were government ministries, most often the Ministry of Education, of Social Welfare or of Health. In addition to ministries, other governmental (or quasi-governmental) bodies replied, such as national committees or commissions, secretariats, boards, institutes, academies, associations and agencies. Replies from two countries were completed by their universities.

The results of the survey are here presented in brief form to illustrate the main tendencies that emerge.

ECCE Institutions

In response to request to make subclassification by types of ECCE institutions, exactly half of the institutions were classified as kindergartens and about two-fifths as attached to primary schools.

A little over one-third (36.3 per cent) of the institutions are located in urban areas.

Whereas the total number of establishments reported in 1988 was 49 per cent higher than in 1980, the percentage increase varies considerably among Member States.

The proportion of ECCE institutions charging fees in 1988 was 54 per cent, a decrease of 4 per centage points over 1980. Most ECCE institutions open for one session only i.e. either for the morning or for the whole day and offer one type of programme. This may be providing an early childhood education programme for older children during the morning or care of and looking after younger children for the whole day - thus freeing mothers to undertake full time employment outside their homes.

The Children in ECCE Institutions

Just over one-sixth of the 0-6 population in the 70 Member States replying to this area were enrolled in ECCE. The replies confirmed a tendency to use a variety of settings. Some Member States concentrate their ECCE provision on the younger age-group, some on the older age-group, others on a single age-group and yet others on several age-groups. Many developed countries have extended ECCE provision to such a degree that a child may benefit for four or more years in ECCE institutions.

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ECCE Staff

In 1987/88 of the total number of staff employed in ECCE in the 82 Member States replying on this point, 74 per cent were teachers, 9 per cent day care workers; the 'other' employed staff constituted 17 per cent. The USSR and the Ukrainian SSR had together employed more than 47 per cent of the total staff. Nearly all ECCE staff are female (96.4 per cent). This seems to be a long-standing trend.

Training of ECCE Teachers

Of the pre-service ECCE training offered, 82 per cent was oriented specially for pre-school teachers focusing on theoretical training, observation and teaching practice. In the other 18 per cent it formed part of general teacher training. It was noted that refresher courses were given at regular intervals, usually every year but in some cases every two or every five years. Examples of in-service training ranged in duration from 2 years to 11 weeks.

Objectives of ECCE

Member States were requested to rank ECCE objectives. The mean ranking for younger and older children is as follows:

Objective	Younger children	Older children
(a) Total development	1	1
(b) Intellectual development	2	2
(c) Preparation for primary school	6	4
(d) Language development	5	3
(e) Child care/minding	4	6
(f) Health and nutrition	3	5
(g) Religious instruction	7	7

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This ranking corresponds to a list of objectives presented by Unesco in the questionnaire and not to objectives generated by the respondents themselves.

Content of ECCE Classes

Some 73 countries indicated that certain types of activities were officially prescribed. There was a marked distinction between programmes for the younger children and those for the older ones.

For the younger children the most popular activities were 'songs and music' and 'outdoor play', followed in descending order by 'physical exercise' and 'language development'. The least popular activity was 'number exercises'. In contrast 'creative arts' and 'songs and music' appear to be given preference for the older children than for the younger ones.

'Language development' and 'outdoor play' seem to be emphasized more for the younger children than for the older ones.

Equipment and Buildings

The pattern of the 83 responses given on types of equipment commonly used in ECCE indicated that pictures and games are the most commonly used types of equipment - each object having been mentioned by 98 per cent of the responding countries. In over 80 per cent of the responding countries, books, musical equipment and swings/slides are quite common, as are building kits also. Audio-visual equipment seems to be the least available type, either because of the cost involved or due to the lack of know-how for operating it.

The questionnaire sought to establish whether there was legislation which regulated buildings for ECCE. Despite the limited response organizers indicated that building regulations exist; it is not always clear to what extent they were followed. Replies often did give information on existing facilities rather than on the features for which legislation had been enacted in the respective countries.

Funding

The highest number of ECCE organizers received funding and/or support in kind (though not exclusively) from government ministries and/or governmental agencies. As supporters of ECCE establishments, 'Parents' were a close second to the government. Local communities stand third. About 45 per cent of the ECCE organizers were also benefitting from international agencies - mainly

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UNICEF and the World Food Programme (WFP) - which usually provide support in kind.

At the other end of the scale came bilateral aid and 'Other' sources which provided assistance in one form or another, respectively to 16 and 17 of the respondents.

Transition to Primary Education

Many methods are being employed to a greater or lesser degree to ensure smooth transition for children from ECCE to primary education. The most common method was to have ECCE children visit their future primary school. The least common method was to integrate the first year(s) of primary education into ECCE institutions. The choice of methods seems to depend on the organizers of ECCE services.

Publicity for ECCE Services

Of the 85 Member States which answered this question, 58 (68 per cent) thought that publicity was necessary while the remaining (32 per cent) did not think so. Mainly in general ECCE institutions seem to do their own publicity.

National Policy and Legislation

Respondents were asked whether there was a national policy on the provision of ECCE, and by which body the policy is set (or co-ordinated). The majority of respondents named government ministries, the most popular being the Ministry of Education. Of the 47 Member States citing this ministry, 32 named only the Ministry of Education, and the remaining 15 named other Ministries, some did so in conjunction with the Ministry of Education or other bodies.

The other Ministries cited were: Health, Social Affairs, Social Welfare, Social Security, Culture, Religion, Justice, Youth and Sports as well as the Head of States' Office.

Various national co-ordinating bodies were cited, such as boards, 'juntas', committees, high commissions, associations, unions and foundations.

Radio and Television

For educational and entertainment programmes directed at children, television is used to a considerably greater extent than is radio.

Early Childhood Care and Education

With respect to the programmes which are directed at parents and teachers, the situation is reversed: the figures are higher for radio programmes than for television.

Finally, entertainment programmes for children are the most frequently cited for both media, and counselling or information programmes for teachers the least, also for both media.

Parents' Participation

An analysis of the replies indicated that there are indeed many varied types of parent and community participation, both non-formal and formal. A grouping of contributions indicated in the replies that the most common types of collaboration are: managing/administration of schools/centres, parent committees/councils; helping to build or put up centres, making toys, equipment and other materials; starting/assisting/developing ECCE programmes; raising funds; collaborating with teachers and other ECCE personnel; furnishing centres; assisting in providing or arranging transportation; supervision of field trips; and financial support.

It may be assumed that in some developing countries without the initiatives of parents and communities, centres for their children would probably not be put up.

Parent education is indeed recognized as an excellent strategy in helping to reinforce parents confidence and to increase their knowledge of child development as well as to improve their child rearing practices. Furthermore it can also help to facilitate collaboration between parents and those who are providing ECCE services in the various settings.

Additional Comments on the Provision of ECCE

The following were noted as contributing to the provision of ECCE:

Parent education, that is, educating parents to understand better how their children grow, develop and learn, and thus improve their skills as parents so as to be better able to help their children. Different strategies are used to teach parents including informal group meetings, practical activities, 'on the spot' training, schools for parents, mobile programme to reach rural areas, collaboration with others, and different scheduling of training activities. Thus flexibility seems to be the key to making parent education possible.

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The expanding role of day-care centres includes new working methods involving children in the working processes and decision making of the day care centres taking their age into consideration; new organization of centres, such as the establishment of nature and forest 'kindergartens' where children spend all the time in the open air; and co-operation of the centres with other organizations to create better continuity in the lives of the children and to use resources jointly.

The extended family was cited as making a valuable and important contribution in providing ECCE services particularly for the younger children and in the rural areas. Thus children feel secure and benefit from the experience of the elders and the elders feel they are being useful to the family and to the community.

Annex 2: Questionnaire

United Nations Educational,
Scientific and Cultural
Organization

(ED/EPP/EPS)
Paris, June 1988
Original: English

Country
.....

UNESCO WORLD SURVEY OF EARLY CHILDHOOD CARE AND EDUCATION

SURVEY QUESTIONNAIRE

The questionnaire has been completed by (name and address of
the Ministry/Agency)
.....

"Early Childhood Care and Education":- a definition.

Early Childhood Care and Education (ECCE) refers to programmes intended to provide CARE and/or EDUCATION for children from their birth till around age 6 or 7 years, (i.e. the period prior to their entry into primary education). ECCE may be provided in a variety of institutions and organizational settings, such as pre-schools, kindergartens, nurseries, day-care centres, creches, play-groups, etc. ECCE programmes may be organized by various Ministries/Agencies concerned with the education, development, care and welfare of children up to age 6 or 7 years, e.g. Ministry of Education, Health, Social Welfare, Community Development, etc., or other Agencies, e.g. National Women's Associations, Religious Bodies, Non-Governmental Organizations, etc.

Purpose

The purpose of this questionnaire is as follows:

- a) to obtain accurate and comprehensive information on the state of ECCE throughout the world;
- b) to ascertain the major current trends and lines of development of ECCE;
- c) to compile information which can be used in the planning and further development of ECCE both at the national and international levels.

The questions are formulated so as to allow you to give short, precise answers; however if you feel that certain questions require additional explanatory notes please do not hesitate to make them, (using separate pages, as required, and quoting the question reference numbers). If possible, enclose with the completed questionnaire any documents that may give a more ample idea of early childhood care and education in your country (official reports, statistical publications, studies or legislative texts).

1. ECCE institutions by type and urban/rural area and total enrolment:

Types of institutions providing ECCE	Number of institutions			1987/88 enrolment
	Urban	Rural	Total	
a. Kindergartens				
b. Nursery schools				
c. Pre-school classes attached to primary schools				
d. Day-care centres				
e. Other (specify) (*)				
f.				
All institutions (Grand Total)				

(*) If local terminology is used please indicate its closest equivalent in English or describe its specific characteristics.

2. Number of ECCE institutions in 1980 and 1988:

	Number of institutions	
	in 1980	in 1988
a. Fee-charging		
b. Free		
All institutions(*) (Grand Total)		

(*) should cover the same institutions as reported in question 1 (otherwise please explain).

3. Enrolment in ECCE by age and sex in 1987/88:

Sex	Age-group					All ages
	2 or less	3	4	5	6 or more	
Boys						
Girls						
Both sexes						

4. Number of teaching and ancillary staff in regular attendance of children in ECCE programmes in 1987/1988:

Staff in regular daily attendance	Male	Female	Total
Teachers			
Day-care workers			
Other (specify nature of activity)			
Total			

5. Selected categories of specialists that took part in ECCE in 1987/1988:

Category of specialists	Number of persons		Number of persons	
	paid	unpaid	full-time (*)	part-time
a. Psychologists				
b. Doctors/Dentists/Nurses...				
c. Nutritionists				
d. Musicians/Actors/Artists .				
e. Social Workers				

(*) i.e. specialists whose main occupation is with ECCE

6. Recruitment and qualifications of ECCE teachers:

- a. Minimum recruitment age.....
- b. Maximum recruitment or employment age.....
- c. Minimum level of general education.....

7. Are in-service or refresher courses compulsory for ECCE teachers?

Yes []
No []

If you have ticked "Yes", indicate the length and frequency of the courses:

In-service training	Refresher courses
Length: weeks	Length: weeks
	Frequency: every years

8. Pre-service teacher training:

8.1 Which subjects are generally included in pre-service teacher training?

a. Child development..... Yes(☐) No(☐)
 b. Teaching methods..... Yes(☐) No(☐)
 c. Theory of education..... Yes(☐) No(☐)
 d. Curriculum development..... Yes(☐) No(☐)
 e. Handicrafts..... Yes(☐) No(☐)
 f. Health and hygiene..... Yes(☐) No(☐)
 g. Music and movement..... Yes(☐) No(☐)
 h. Parent education..... Yes(☐) No(☐)
 Other (specify)
 i.].....

8.2 What methods are generally used in pre-service teacher training?

a. Theoretical training..... Yes(☐) No(☐)
 b. Teaching experience..... Yes(☐) No(☐)
 c. Observation/visits..... Yes(☐) No(☐)
 Other (specify)
 d. e.....

8.3 Is pre-service teacher training oriented specially for pre-school teachers or is it generalized teacher training?
 Yes(☐) (specially oriented)
 No (☐) (generalized teacher training)

9. Opening and closing times at ECCE institutions:

	Younger children (*)		Older children (#)	
	Opening time	Closing time	Opening time	Closing time
a. Most common times...				
b. Other common times..				

(*) e.g. age 3 years and under
 (#) e.g. age 4 years and over

10. Objectives of ECCE in order of priority:

Possible examples of objectives for ECCE are: a) total development of the child; b) intellectual development of the child; c) preparation for primary school; d) language development of child; e) child care/minding; f) health and nutrition; g) religious instruction; h) other (to be specified). If any of the above examples are relevant, use letters a) to g) as appropriate; otherwise specify the objective(s).

Priority Sequence	Your objectives in order of priority	
	Younger children (*)	Older children (#)
1		
2		
3		
4		
5		
6		
7		
8		

(*) e.g. age 3 years and under

(#) e.g. age 4 years and over

11. Are certain types of activities officially prescribed for ECCE classes? Yes ☐ No ☐

If you have ticked "No", go to question 12; otherwise indicate the activities by ticking the appropriate boxes below:

Activities officially prescribed	Age of children	
	Younger	Older
a. Language development.....	☐	☐
b. Number exercises.....	☐	☐
c. Observation of nature.....	☐	☐
d. Songs and music.....	☐	☐
e. Poetry and stories.....	☐	☐
f. Creative arts (e.g. painting)	☐	☐
g. Physical exercises.....	☐	☐
h. Play - (outdoors).....	☐	☐
Other (specify)		
i.	☐	☐
j.	☐	☐

12. Does legislation exist regulating features of buildings to be used for ECCE? Yes ☐ No ☐

If you have ticked "No", go to question 13; otherwise complete the table below and attach a copy of the relevant legislation.

Feature(*)	Nature of legislation
a.	
b.	
c.	
d.	
e.	
f.	

(*) e.g. minimum floor space or volume of air space per child; compulsory facilities (showers, number of lavatories, beds/mats, play areas, cooking/eating facilities, medical/health treatment facilities); noise regulations; etc.

13. Equipment commonly used in your ECCE programmes:

Types of equipment (tick if commonly used)

a. Audio visual	☐	g. Building kits	☐
b. Musical	☐	h. Swings/slides	☐
c. Natural objects	☐	Other (specify)	
d. Books	☐	i.	
e. Pictures	☐	j.	
f. Games	☐	k.	

14. Sources of ECCE funding or significant in-kind support:

Indicate (with a tick) whether funding or significant in-kind support are received according to the donor (or source):

Donor (or source)	Funding	In-kind support			
		seals	books	equip- ment	other (specify)
Ministry (specify which)					
.....	☐	☐	☐	☐	☐
Non-Governmental Orgs.	☐	☐	☐	☐	☐
Bilateral aid	☐	☐	☐	☐	☐
International Orgs.	☐	☐	☐	☐	☐
Foundations	☐	☐	☐	☐	☐
Local Community	☐	☐	☐	☐	☐
Parents	☐	☐	☐	☐	☐
Other (specify).....	☐	☐	☐	☐	☐
.....	☐	☐	☐	☐	☐

15. How is the smooth transition from ECCE to compulsory education ensured?

- a. Similar training for teachers provided at both levels? Yes[] No[]
- b. Primary school teachers spend time in ECCE institutions? Yes[] No[]
- c. ECCE pupils visit their future primary school? Yes[] No[]
- d. First year(s) of primary integrated into ECCE institutions? Yes[] No[]
- e. ECCE classes held in primary institutions? Yes[] No[]
- f. Special methods applied in early primary classes? Yes[] No[]
- g. Transfer decided according to presumed/tested readiness? Yes[] No[]
- Other (specify) Yes[] No[]
- h. i.

16. Is publicity considered necessary in your country to encourage parents to use ECCE services? Yes[] No []

If you have ticked "No", please explain why:
.....

If you have ticked "Yes", indicate by whom the publicity is organized:

- a. By parents' organizations? Yes[] No[]
- b. By teachers' organizations? Yes[] No[]
- c. By ECCE institutions? Yes[] No[]
- d. By the local administration? Yes[] No[]
- e. By the central administration? ...Yes[] No[]
- Other (specify)
- f. g.

17. If there is a national policy on the provision of ECCE, by which body is it set (or coordinated)?

.....

18. If legislation exists for the extension of ECCE describe its scope briefly below and attach a copy of the relevant text:

.....

.....

.....

.....

.....

19. Describe existing national (or regional) targets with respect to the extension of ECCE in terms, for example, of:-

- enrolment
- teachers, day-care workers, other full-time professionals
- institutions
- finance
- disadvantaged population groups
- non-educational welfare provision (nutrition, health and hygiene, psychological services, day care services, etc.)

.....

.....

.....

.....

20. To what extent are radio and television used to support ECCE?

Hours of broadcast per week:	
Radio	TV
a. Educational programmes for young children	
b. Entertainment programmes for young children	
c. Programmes for parents of young children	
d. Counselling/information for teachers	

21. Parent and local community participation:

Are parents or the local community actively involved in starting, assisting, running or developing ECCE? Is their participation of a formal or non-formal nature? Please describe below the nature and extent of parent and local community participation in ECCE (both in your own programmes as well as in others in your country with which you may be familiar)

.....
.....
.....

22. Additional comments on the provision of ECCE:

Please describe below any innovative, interesting, or otherwise unusual aspects of the provision of ECCE in your country with which you are personally familiar: (e.g. experimental groups, non-formal settings and approaches, successful low-cost programmes, the way programmes are organized, the training of ECCE personnel, etc.)

.....
.....
.....

Annex 3: Respondents

Respondent	Name of Ministry or other Agency which completed the Questionnaire
Afghanistan	Education
Albania	Education / Sante
Angola	Secrétariat d'Etat aux Affaires Sociales
Austria	Unterricht, Kunst und Sport
Bahamas	Education
Bahrain(1)	Labour and Social Affairs
Bahrain(2)	Health
Belgium(1)	Education Nationale
Belgium(2)	Onderwijs
Belize	Education
Benin	Enseignements Maternel et de Base
Bolivia(1)	Educación y Cultura
Bolivia(2)	Dirección Nacional de Educación Inicial
Bolivia(3)	Previsión Social y Salud Pública
Bulgaria	Culture, Science and Education
Burkina Faso	Secrétariat d'Etat à l'Action Sociale
Cameroon(1)	Education Nationale
Cameroon(2)	Sante Publique
Cameroon(3)	MINASCOF
Chad	Promotion Féminine et Affaires Sociales
Chile(1)	Educación (Junta Nac. Jardines Infant.)
Chile(2)	Educación (Con.Fert.Exper.Invest.Pedag.)
China	State Education Commission (Basic Educ.)
Colombia	Educación Nacional
Congo(1)	Enseign. fond. et de l'alphabetisation
Congo(2)	Comité national pour l'enfant
Costa Rica	Educación Pública
Cote d'Ivoire	Affaires Sociales
Cyprus	Education
Czech.(1)	Education, Youth and Physical Training
Czech.(2)	Research Institute of Pedagogy
Denmark	Education
Dominica	Education and Sports
Domin. Rep.	Educación, Bellas Artes y Cultos
Ecuador	Educación y Cultura
Egypt(1)	Education
Egypt(2)	Health
Egypt(3)	Social Affairs
El Salvador	Educación
Fiji	Education
Finland	National Board of Social Welfare
F. R. Germany	Jugend, Familie, Frauen und Gesundheit
German D.R.	Education
Ghana(1)	Ghana Education Service
Ghana(2)	Dept. of Social Welfare
Grenada	Education
Guatemala	Secretaria de Bienestar Social
Honduras	Educación Pública
Hungary	Education and Culture
India(1)	Human Resources Development (ICE)
India(2)	Human Resources Development (Crèches)
India(3)	Integrated Child Development Service
Indonesia	Directorate of Primary Education
Iran	Education (Org. of Research & Ed. Plan.)
Iraq	Education
Ireland(1)	Education
Ireland(2)	Irish Pre-School Playgroups Association
Israel	Education and Culture

Italy	Publica Istruzione
Jamaica	University of the West Indies
Jordan(1)	Education
Jordan(2)	Social Development
Korea (Rep.of)	Education
Kuwait(1)	Education (Gen. Supervis. Kindergartens)
Kuwait(2)	Education (Private Education Dept.)
Kuwait(3)	Education (Educ. Information Center)
Laos	Education, culture et sports
Malawi	Association of Pre-School Playgroups
Malaysia	Education (Educ. Plan. & Research Div.)
Malta	Education
Mauritius	Education and Culture
Mexico	Secretaria de Educaci3n P3blica
Mozambique	Health (Directorate of Social Welfare)
New Zealand	Department of Education
Nicaragua	Inst. Nicar. de Segur. Soc. y Bienestar
Niger	Education Nationale
Norway	Consumer Affairs and Govt. Administration
Panama	Trabajo y Bienestar Social
Papua N. Guinea	International Education Agency
Peru	Educaci3n
Philippines	Dept. of Education, Culture and Sports
Poland	Education
Portugal(1)	Educac3o e Cultura
Portugal(2)	Secretaria de Estado da Seguranca Social
Qatar	Education
Romania	Education and Instruction
Rwanda	Sante Publique et Affaires Sociales
San Marino	Scuola dell'Infanzia
Senegal	Education Nationale
Spain	Educaci3n y Ciencia
Sri Lanka	Dept. of Probation and Childcare Service
St. Kitts	Education, Health and Community Affairs
St. Vincent	Education
Suriname(1)	Education
Suriname(2)	Early Childhood Care and Develop. Office
Swaziland	Education
Sweden	National Board of Health and Welfare
Syrian A.R.(1)	Education
Syrian A.R.(2)	Education (Rural Development)
Thailand(01)	Education (Primary Education Commission)
Thailand(02)	Education (Private Education Commission)
Thailand(03)	Interior
Thailand(04)	Public Health
Thailand(05)	Srinakharinwirot Prasarnmit (Ed.faculty)
Thailand(06)	Kasetsart University
Thailand(07)	Khon Kaen University (Demonstration Sch)
Thailand(08)	Khon Kaen University (Nursing faculty)
Thailand(09)	Prince of Songkla University (Education)
Thailand(10)	Prince of Songkla University (Nursing)
Thailand(11)	Srinakharinwirot Prasarnmit (Elem. Sch.)
Trinidad & Tob	Education
Tunisia	Jeunesse et sports
USSR	Academy of Pedagogical Science
Ukrainian SSR	People's Education
U. A. Emirates	Education
Yemen A.R.	Social Affairs and Administration
Yugoslavia(1)	Educational Pedagogical Council
Yugoslavia(2)	Unapredjivanje obrazovanja i vaspitanja
Yugoslavia(3)	Education (Serbia)
Yugoslavia(4)	Education (Slovenia)
Yugoslavia(5)	Prosvjetne Pedagoška služba SR Hrvatske
Zambia	Zambia Pre-School Association
Zimbabwe	Education